



KELAS 7

BAHASA INGGRIS

Exploring Our World Through English:

Buku Pegangan Bahasa Inggris untuk Siswa Kelas 7

Kata Pengantar

Puji syukur kami panjatkan kepada Tuhan Yang Maha Kuasa atas terbitnya e-book Bahasa Inggris ini yang merupakan bagian dari upaya menghadirkan pembelajaran yang lebih mudah diakses oleh seluruh pelajar Indonesia. Bahasa Inggris adalah mata pelajaran yang mempelajari keterampilan berbahasa Inggris, mulai dari membaca, menulis, berbicara, dan menyimak, yang berguna untuk berkomunikasi secara global dan meningkatkan daya saing di era modern.

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Akhir kata, kami mengucapkan terima kasih kepada semua pihak yang telah mendukung tersedianya e-book ini. Semoga kehadiran e-book Bahasa Inggris ini dapat memberikan manfaat nyata dalam proses belajar peserta didik dan turut berkontribusi dalam meningkatkan literasi bangsa.

Jakarta, Juli 2025

Tim Fitri

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LESSON 1

GREETING THE WORLD: YOUR GUIDE TO MAKING LASTING FIRST IMPRESSIONS

Character of Pancasila Students

▷ Respectful

Show politeness and respect when addressing others, using appropriate language and tone to promote a harmonious and respectful environment in both verbal and written communication.

▷ Empathetic

Understand and respect different perspectives from stories, applying empathy in communication.



Introduction

A conversation always starts with a greeting, and every greeting opens a door to new connections. In this chapter, we'll take a journey through the world of greetings, introductions, and identity. You'll learn how to use simple yet powerful language to introduce yourself and others, and make sure every first impression is a great one.

We'll also explore how numbers are used in daily life—whether you're telling the date, completing forms, or simply expressing quantities. With cardinal and ordinal numbers, you'll gain the tools you need to be accurate and clear in your communication.

Let's kick off this chapter with the essentials you need to start strong, introduce with confidence, and fill out forms like a pro. The power of first impressions is in your hands!

Keywords: Greetings, Introduction, Personal Identity, Numbers, Self Introduction, Identity Forms.

The goals of this chapter are: Mastering Greetings and Introductions, Understanding Personal Identity, and Using Numbers in Context.

1. Strengthening Communication Skills

- ▷ Develop the ability to greet others politely in both formal and informal contexts.
- ▷ Practice introducing yourself and others confidently, using appropriate language and tone.
- ▷ Understand how to express personal identity clearly in both oral and written forms.
- ▷ Improve communication by using correct spelling, grammar, and pronunciation when introducing oneself and others.

2. Mastering the Use of Numbers

- ▷ Learn how to use cardinal numbers for counting and expressing quantities.
- ▷ Understand how to use ordinal numbers to communicate dates and sequences clearly.
- ▷ Develop the skill to accurately complete forms using the correct personal information, numbers, and dates.
- ▷ Practice the proper use of numbers in different contexts, such as filling out forms and discussing dates.

3. Fostering Empathy and Respect in Communication

- ▷ Apply empathy and respect when greeting and introducing others, recognizing their unique identities.
- ▷ Use polite language to create a welcoming and inclusive environment during interactions.
- ▷ Learn to appreciate diverse communication styles and cultural backgrounds during greetings and introductions.
- ▷ Strengthen the ability to listen attentively and respond respectfully to others.



F I T R I



1. Greeting the World: Your Guide to Making Lasting First Impressions

Discover how a simple greeting can create lasting connections! In this sub-chapter, you'll learn how to greet others politely in different situations, making every first impression count. Let's explore the various ways to say "hello," "good morning," and more, while mastering the art of respect in communication. Get ready to make every greeting an opportunity to build positive relationships!

Mission 1. Using the Right Words at the Right Time

Look at the images provided, which show different greeting situations. For each image, read the conversation between the people in the scene. Practice reading it aloud, either with a partner or on your own, focusing on using the correct tone and timing for each greeting.

Adam: Hello, good morning, Mrs. Eva! How are you today?

Mrs. Eva: Hello Adam, good morning!

Explanation:

In the morning, we use "Good morning" as a greeting. It's a polite way to greet someone when you first meet them or start a conversation before noon.

In this conversation, Adam greets Mrs. Eva with "Good morning," which is perfect for the time of day. Mrs. Eva replies with the same greeting, "Good morning," to continue the polite exchange.



Tom: Hello, good afternoon! Zara How was your day?

Zara: Good afternoon, Tom! It's going well, thank you!

Explanation:

In the afternoon, we use "Good afternoon" when greeting someone between 12 PM and 5 PM.

In this case, Tom uses the greeting "Good afternoon" as he meets Zara. Zara replies in the same way, continuing the friendly conversation.

Sara: Hi, good evening, Mike! How was your day at school?

Mike: Good evening, Sara! It was great, thanks for asking.

Explanation:

In the evening, we use "Good evening" as a greeting after 5 PM.

In this example, Sara uses "Good evening" to greet Mike after school. Mike responds with the same greeting, "Good evening", to keep the conversation polite.



Mission 2. Greeting Through the Day

In this mission, you will practice using the appropriate greetings for different times of the day. Fill in the blanks with the correct greeting for each situation based on the time of day. After filling in the blanks, read the conversation out loud, practicing the tone and correct timing of the greetings.

1. Sarah: _____, Mr. Daniel! How are you today?

Mr. Daniel: _____, Sarah! I'm doing well, thank you. How about you?

2. David: _____, Mom! How was your day at work?

Mom: _____, David! It was busy but good. How about you?

3. Emma: _____, Lily! How's it going?

Lily: _____, Emma! Everything's good. How about you?

4. Michael: _____, Mrs. Adams. I really liked the lesson today!

Mrs. Adams: _____, Michael! I'm glad you enjoyed it. Thank you for your participation!

5. Olivia: _____, Dad! Are we going to the park today?

Dad: _____, Olivia! Yes, after breakfast, we'll head out.

6. Jack: _____, Mrs. Taylor! How's your day been?

Mrs. Taylor: _____, Jack! My day's been great, thank you for asking!

Mission 3. Polite Greeting Journal

In this mission, you will practice using polite greetings in different situations to improve your communication skills. Follow these instructions to complete the mission:

- Write down three different greetings you would use in various situations (e.g., greeting a friend, a teacher, or a stranger).
- Say each greeting out loud, focusing on using the appropriate tone for each situation (formal or informal).
- Reflect on your practice by writing a short note (3-4 sentences) about which greeting felt the easiest and which one you want to improve.
- Create two more greeting scenarios, then write the appropriate greeting for each one.
- Practice all your greetings again, paying close attention to how natural and polite they sound.



Mission 4. Greeting Match-Up

In this mission, you will read through the scenarios provided below and match each one with the appropriate greeting. Consider both the time of day and the level of formality when selecting your greeting (e.g., "Good morning," "Hello," "Hey," etc.). After reading the scenarios, write the letter of the correct greeting next to each scenario.

Scenario	Pair	Greeting
You are meeting your teacher in the morning for the first time that day.		A. Good morning, Mrs. Taylor.
You are greeting your friend after school.		B. Good afternoon, everyone!
You are seeing your neighbor for the first time that day, and it's around 10 AM.		C. Good evening, Mrs. Roberts!
You are leaving your class after the lesson, and it's late in the afternoon.		D. Good night, Mom and Dad!
You are greeting your best friend after a long time without seeing each other.		E. Good morning, Mr. Johnson!
It's around 8 PM, and you are saying goodnight to your parents.		F. Hi there! It's been a while!
You run into a new student in the hallway for the first time.		G. Hey! How's it going?



Mission 5. Greeting Challenge: Practice with a Partner!

Work in pairs or small groups to solve this mission. Choose one of the scenarios below and take turns greeting each other based on the situation. Use the correct greeting depending on whether the situation is formal or informal. After practicing, reflect on which greetings felt comfortable and which were more challenging.

Scenarios:

- a. You are meeting your new boss for the first time at a formal meeting in the morning.
What greeting would you use? How would you address them? Why is this greeting important in a formal setting?
- b. You are meeting a friend you haven't seen in a long time at a café in the afternoon.
What greeting would you use? How might your greeting differ if you were meeting them in a more formal setting (e.g., at a family event)?
- c. You are greeting your grandmother in the evening when she arrives at your house for dinner.
What greeting would you use to make her feel welcomed? Would you adjust your greeting based on her age or your family's culture?
- d. You're meeting a guest speaker at school who is a professional in the evening.
What greeting would you choose? How does the setting (professional event) influence your greeting?
- e. You encounter a classmate in the hallway in the middle of the day. They seem upset.
What greeting would you use? How would you express concern or empathy in your greeting.

Knowledge Corner

A greeting is a social expression used when meeting someone, either for the first time or when you see someone you already know. It's a way of showing respect, friendliness, and social awareness. A greeting can set the tone for the conversation, making it crucial to choose the right greeting depending on the situation.

a. Types of greetings

▷ Formal greetings

These are used in situations where respect and professionalism are important, such as in the workplace, when meeting someone older or of higher status, or in formal events. Formal greetings tend to use titles and last names.

Formal Greetings are used in situations such as:

- Meeting someone for the first time.
- Talking to a teacher, boss, or superior.
- At formal events like business meetings or ceremonies.

Examples:

- "Good morning, Mr. Smith."
- "How do you do?"
- "It's a pleasure to meet you."

▷ In-formal greetings

These are used when you're interacting with friends, peers, or people of the same age. They are more relaxed and can include expressions of familiarity.

Informal Greetings are more suitable when:

- Meeting friends or family.
- Interacting with classmates or peers.
- When there is no need for a formal tone, and you have a casual relationship with the person.

Examples:

- "Hey, what's up?"
- "Hi, how's it going?"
- "Yo, what's new?"

▷ Time-Specific Greetings

These greetings change depending on the time of day and help convey politeness while acknowledging the time.

Examples:

- "Good morning" (used when meeting someone in the early part of the day).
- "Good afternoon" (used after noon until around 5 PM).
- "Good evening" (used after 5 PM, especially in formal settings).
- "Good night" (used when parting in the evening or late at night).

b. Non-verbal greetings

Besides spoken greetings, non-verbal greetings also play an essential role in communication:

- Handshakes: Common in formal settings, especially in business or when meeting someone for the first time.
- Waving: A simple and informal way to greet someone from a distance.
- Nodding: Often used in casual settings or as a sign of acknowledgment.
- Smiling: A universal sign of friendliness and warmth.

Mission 6. Rearrange & Greet

Below is a conversation that has been jumbled. Your task is to rearrange the conversation into the correct order, focusing on the appropriate use of greetings and spelling. After rearranging the conversation, read it aloud, ensuring correct pronunciation and understanding of the structure.

Jumbled conversation:

- Jake: "Hello, I'm Jake. It's nice to meet you."
- Samantha: "Good afternoon, Jake! What's your full name?"
- Jake: "I'm Jake Thomas Lee. I spell it J-A-K-E T-H-O-M-A-S L-E-E."
- Samantha: "Nice to meet you, Jake! How are you doing today?"

e. Jake: "I'm doing great, thank you! How about you?"

f. Samantha: "I'm doing well, thank you for asking!"

Correct order:

b. → → → → →



Do You Know?

In Japan, bowing (known as ojigi) is a deeply ingrained cultural practice that serves as a greeting, expression of gratitude, apology, or respect. The depth and duration of the bow vary depending on the social context and the relationship between individuals. For instance, a slight bow (15°) is used for casual greetings, while a deeper bow (30°) signifies greater respect. In formal settings, such as business meetings or ceremonies, a very deep bow (45° to 70°) is performed to show utmost respect. This practice is so integral to Japanese culture that many companies provide training to employees on proper bowing techniques.



Mission 7. Spelling Practice!

In this activity, you will learn how to spell words correctly based on their vowel sounds. Read each word aloud carefully, then write at least 5 words for each vowel sound provided. Focus on spelling the words accurately. This practice will help you understand how different vowel sounds affect the spelling of words.

/i/ Vowel Sound (Short "i")

Examples:

• Bin, • Sit, • Pin, • Bit, • Fin

Your Words: •....., •....., •.....

/e/ Vowel Sound (Short "e")

Examples:

• Bet, • Set, • Pen, • Net, • Get

Your Words: •....., •....., •.....

/a/ Vowel Sound (Short "a")

Examples:

• Cat, • Sat, • Hat, • Mat, • Bat

Your Words: •....., •....., •.....

/o/ Vowel Sound (Short "o")

Examples:

• Pot, • Hot, • Lot, • Not, • Got

Your Words: •....., •....., •.....

/u/ Vowel Sound (Short "u")

Examples:

• Cup, • Bus, • Nut, • Cut, • Run

Your Words: •....., •....., •.....

Mission 8. Name in Focus!

Read the conversation below and fill in the blanks with your own name. Pay attention to spelling, as it is crucial when introducing yourself. After completing the activity, practice reading it aloud, focusing on clear pronunciation and spelling.

Person 1 (Jonah): "Good morning! I don't think we've met yet. I'm Jonah, I just joined the company. How about you? What's your name?"

Person 2: "Hi, Jonah! Nice to meet you. My name is _____. I've been here for a year now."

Person 1 (Jonah): "Nice to meet you, _____! So, I'm trying to get all the names right. Is your name spelled like this, J-O-N-A-T-H-A-N?"

Person 2: "No, actually, it's spelled _____. You got part of it right, though!"

Person 1 (Jonah): "Ah, I see! Sorry about that, I always get mixed up with names. I'm pretty sure my name is spelled J-O-N-A-H, but I often get asked about it, too. Do you ever have to correct people on the spelling of your name?"

Person 2: "Yes, all the time! It happens a lot, especially when people think it's spelled with an 'H' at the end. But I don't mind. How about you? Do people confuse your name, Jonah?"

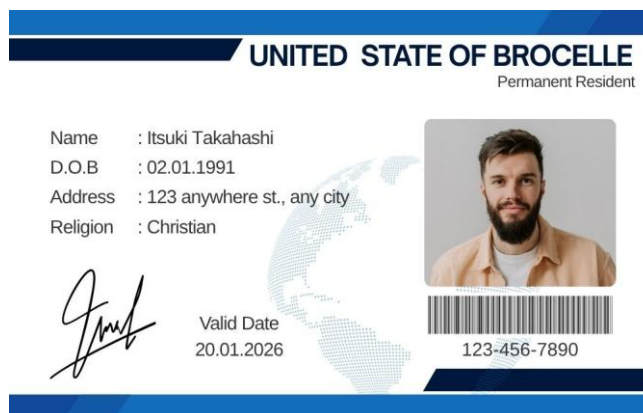
Person 1 (Jonah): "Yes, sometimes they think it's spelled 'Jonathan' with an 'N' at the end, which is funny. It's just 'Jonah'—simple, but it still trips people up."

Questions:

1. Why is it important to get someone's name spelled correctly when you first meet them?
2. Have you ever had to explain the spelling of your name to someone?
3. Why do you think names are often misspelled, even though they seem simple?
4. What do you think is a good way to politely correct someone if they get your name wrong?
5. How important do you think it is to correctly spell names in professional settings, like at work or school?
6. Do you think it's important to explain the difference when your name is misheard or misspelled? Why or why not?

Mission 9. Personal Information Accuracy

In this activity, you will fill out an identity form with your personal information, including your name, date of birth, address, phone number, and email. Make sure to spell each detail correctly. Once completed, review your answers carefully to ensure all information is accurate and properly spelled.



Identity Form

Please fill out the form below with your personal information. Ensure that all details are spelled correctly.

Full Name: _____

Date of Birth (DD/MM/YYYY): _____

Gender: _____

Address (Street, City, Postal Code): _____

Phone Number: _____

Email Address: _____

Nationality: _____

School Name: _____

Grade/Class: _____

Emergency Contact Name: _____

Emergency Contact Phone Number: _____

Mission 10. Name's in the Blank: Perfecting Pronunciation and Spelling

Read the conversation below. The speaker Danny's information is already provided, but you will need to fill in your own details. After completing the activity, practice reading the conversation aloud to ensure correct pronunciation and accurate spelling.

Conversation (Fill in the blanks with your personal details):

Danny: "Good morning! My name is Danny. I work as a software engineer. What's your name?"

You: "Hi, Danny! My name is _____. It's great to meet you."

Danny: "Nice to meet you, _____! So, what do you do for work?"

You: "I am a _____. I work at _____. I've been doing this for _____ years."

Danny: "That sounds really interesting! Where are you from?"

You: "I'm from _____, and I've lived here for _____ years."

Danny: "Oh, I see! I've been living in this city for the past three years myself. How old are you, _____?"

You: "I am _____ years old. And how old are you, Danny?"

Danny: "I'm _____ years old. So, what do you like to do in your free time?"

You: "In my free time, I enjoy _____, _____, and _____. What about you, Danny?"



Danny: "I like to spend my weekends playing sports and traveling. It's always fun to explore new places. Do you have any hobbies or activities you enjoy outside of work?"

You: "Yes, I also enjoy _____ and _____. I find it helps me relax after a busy week."

Danny: "That's awesome! It's so important to have hobbies. It was great talking to you, _____. Maybe we can hang out sometime and talk more about our interests."

You: "I'd love that, Danny! Let's plan something soon."

Mission 11. Interview Practice

Imagine that you are being interviewed by someone who wants to get to know you better. Write down your answers to the following questions, after writing your answers, read them aloud or practice them in front of a mirror. Focus on speaking clearly and confidently:

1. What is your full name?
2. When is your date of birth?
3. What is your hometown or where do you currently live?
4. What are your hobbies or interests?
5. What are some of your values or things that are important to you?
6. How would you describe your personality? (e.g., friendly, curious, adventurous, etc.)
7. What is something unique or interesting about you that you would like to share?

Mission 12. Identity Word Cloud

Write down 10-15 words that describe your identity, such as traits, interests, cultural background, values, or things you enjoy (e.g., creative, kind, sports, family-oriented). Using an online tool like WordArt or Wordle, create a word cloud with these words, adjusting the size and style to make it visually appealing. Afterward, write a 1-2 paragraph reflection explaining why you chose each word, how they represent who you are, and how they influence the way you see yourself and interact with others.

1. Write down 10-15 words that describe your identity. These could be:
 - ▷ Traits (e.g., creative, kind, introverted, curious)
 - ▷ Interests (e.g., sports, music, reading, nature)
 - ▷ Cultural or family background (e.g., Indonesian, tradition, family-oriented)
 - ▷ Values (e.g., honesty, loyalty, education, independence)
 - ▷ Things you enjoy (e.g., traveling, learning, cooking)
2. Use an online tool such as [WordArt.com](https://www.wordart.com) or [Wordle.com](https://www.wordle.com) to create a word cloud with your identity words. You can adjust the size and style of the words to create a visually appealing result.



3. After creating the word cloud, write a 1-2 paragraph reflection on:
- ▷ Why did you choose each word?
 - ▷ How do these words represent who you are?
 - ▷ How do they affect the way you interact with others and perceive yourself?

Knowledge Corner

Identity refers to the qualities, beliefs, personality traits, appearance, and experiences that make a person who they are. It is how we see ourselves and how others perceive us. Our identity is shaped by various factors, including our culture, family, experiences, values, and personal choices. It is a combination of both how we define ourselves and how society defines us.

When filling out your identity information, it's essential to spell each detail correctly because spelling mistakes can cause confusion or misunderstandings, especially in official documents or forms. For example, if your name is spelled incorrectly, it may lead to errors in communication or identity verification.

Instructions for Correct Spelling:

- ▷ Always double-check the spelling of your name, address, phone number, and other personal details.
- ▷ Pay attention to small details like capitalization (e.g., John, not john), correct spelling of street names, and accurate email addresses.
- ▷ When writing dates, make sure the month, day, and year are in the correct order and are spelled correctly (e.g., January, not Janurary).

Mission 13. Quiz

1. Which of the following is a polite greeting when you meet someone for the first time?
 - a. What's up?
 - b. How are you doing?
 - c. Yo, what's new?
 - d. Hey, give me that!

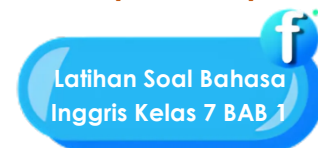
2. Choose the correct spelling for this greeting:
 - a. Helo
 - b. Heallo
 - c. Hello
 - d. Heloow.

3. Which of the following greetings is appropriate for formal situations?
 - a. Hey, what's up?
 - b. Hi there!
 - c. Good morning, Mr. Harris.
 - d. Yo, how's it going?

4. When someone asks you, "How are you?" which response is polite and appropriate?
 - a. Fine, and you?
 - b. I'm good, you?
 - c. I'm ok, thanks.
 - d. I'm good, how about you?

5. Fill in the blank with the correct spelling:
"____ you today?"
 - a. Hows
 - b. How's
 - c. Howes
 - d. Howz

**Akses latihan soal
lainnya di sini yuk!**





2. Numbers in Dates

Every day, we navigate through time, whether it's marking special events or planning our schedules. Cardinal and ordinal numbers are the tools we use to express dates and sequence. These numbers help us make sense of the world around us, from setting appointments to recalling birthdays. Let's dive into how mastering these numbers can make our communication smoother and more precise!

Mission 1. Numbering the Sequence

In this mission, you will learn how to write cardinal numbers and convert them into ordinal numbers. Carefully read each cardinal number, then write down the corresponding ordinal number next to it. Practice saying both the cardinal and ordinal numbers aloud, paying attention to correct pronunciation and spelling.

1 One First	2 Two Second	3 Three Third	4 Four Fourth	5 Five Fifth	6 Six Sixth	7 Seven Seventh
8 Eight Eighth	9 Nine Ninth	10 Ten Tenth	11 Eleven Eleventh	12 Twelve Twelfth	13 Thirteen Thirteenth	14 Fourteen Fourteenth
15 Fifteen Fifteenth	16 Sixteen Sixteenth	17 Seventeen Seventeenth	18 Eighteen Eighteenth	19 Nineteen Nineteenth	20 Twenty Twentieth	30 Thirty Thirtieth
40 Forty Fortieth	50 Fifty Fiftieth	60 Sixty Sixtieth	70 Seventy Seventieth	80 Eighty Eightieth	90 Ninety Ninetieth	100 One hundred One hundredth

Mission 2. Memorable Dates

Think about the key dates that have shaped your life – this could include your birthday, family holidays, special events, or achievements. Write down at least five significant dates, such as the day you were born, New Year's Day, or any memorable day you'd like to share. Once you've written them down, take a moment to reflect on why these dates are important to you and how they've impacted your life.

Date	Event

Mission 3. My Phone Numbers

In this mission, you will learn to practice writing and reading phone numbers in both digit and word forms. Start by writing your phone number using digits (e.g., 0812 3456 789) and then write it in words (e.g., Eight hundred twelve, three thousand four hundred fifty-six, seven hundred eighty-nine). Afterward, practice reading your phone number aloud. Then, ask a friend for their phone number (with their permission) and practice writing and reading their number aloud in both digit and word forms.

Your numbers:

Your friend's number:

- a.
- b.
- c.
- d.
- e.



Mission 4. Numbers in Everyday Life

Work with you friends/group, look around your classroom or at home (or even on the way to school) and find 10 objects or things that are associated with numbers. Write down the number you found next to each object. For example:

- ▷ Clock showing 3:00 → Number: 3
- ▷ Book page number 25 → Number: 25
- ▷ A bottle with 1L waters → Number: 1

Mission 5. Number Operations Practice

Now that you've written down the numbers and their written forms from your scavenger hunt, let's practice performing some simple arithmetic operations. For each operation, write the answer in words (not numbers), for example:

▷ $3 + 25 =$ Thirty-eight

▷ $25 - 3 =$ Twenty-two

Solve the following problems using the numbers you wrote down, and write the answers in word form:

a. What is $3 + 25$? _____

b. What is $25 - 3$? _____

c. What is $10 + 15$? _____

d. What is $50 - 7$? _____

e. What is 20×3 ? _____

f. What is $36 \div 4$? _____

Knowledge Corner

Cardinal Numbers	Ordinal Numbers
Cardinal numbers are the numbers we use to count things. They show how many of something there are.	Ordinal numbers tell us the position or order of something in a sequence. They are used to indicate which item is in a particular place or position.
For example: ▷ One (1) ▷ Two (2) ▷ Three (3) ▷ Ten (10) ▷ Hundred (100)	For example: ▷ First (1st) ▷ Second (2nd) ▷ Third (3rd) ▷ Tenth (10th) ▷ Hundredth (100th)
Examples of Cardinal Numbers in Sentences: ▷ There are five books on the shelf. ▷ I have two pets. ▷ We bought ten apples.	Examples of Ordinal Numbers in Sentences: ▷ My birthday is on the 1st of May. ▷ She finished in 2nd place in the race. ▷ The meeting is scheduled for the 10th of June.
Cardinal numbers tell us "how many" (e.g., 1, 2, 3).	Ordinal numbers tell us "which position" something holds in a sequence (e.g., 1st, 2nd, 3rd).
For counting objects or people, we use cardinal numbers. Example: There are 5 people in the group.	When expressing a date, we use ordinal numbers for the day of the month. Example: The 5th of June, The 10th of September.

Mission 6. Ordinal Number Practice

In the previous activity, you wrote down at least five memorable dates that have shaped your life. Now, transform each of these dates into ordinal numbers. For example, if your birthday is on the 5th of September, you will write "5th of September" instead of just "September 5."

Date	Event (in Ordinal Number)

Mission 7. Transform the Numbers

Below are some dates in cardinal number form (e.g., 1 April, 2 April). You will also find a list of events or milestones. Your task is to match each date with the correct event using ordinal numbers. You can discuss it with your friends or using internet to find the events of each dates.



Dates	Ordinal Numbers	Events
1 April		
2 May		
3 July		
5 December		
17 August		
1 June		
8 September		



Do You Know?

The number 2 is the only even prime number. All other even numbers are divisible by 2, making them composite. This unique property of 2 distinguishes it as the only even prime number.



Mission 8. Quiz

1. Which of the following is the correct cardinal number for the word "seventy-two"?
 - a. 72
 - b. 720
 - c. 7
 - d. 72nd

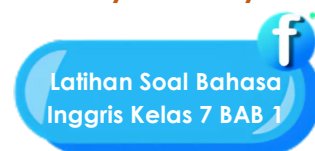
2. What is the ordinal form of the number 9?
 - a. 9th
 - b. Ninth
 - c. Nine
 - d. 9

3. Which of the following is the correct ordinal number for the 13th place in a race"?
 - a. Thirteenth
 - b. B. 13th
 - c. C. Thirteenth place
 - d. D. 13

4. If today is the first day of the month, what cardinal number would we use to represent the day??
 - a. 1
 - b. First
 - c. 1st
 - d. First place

5. Which of the following is the correct ordinal number for "21"?
 - a. 21st
 - b. Twenty-first
 - c. 21
 - d. Twentieth-first.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Greetings

A greeting is a social expression used when meeting someone, either for the first time or when you see someone you already know. It's a way of showing respect, friendliness, and social awareness. A greeting can set the tone for the conversation, making it crucial to choose the right greeting depending on the situation.

a. Types of greetings

▷ Formal greetings, are used in situations such as:

- Meeting someone for the first time.
- Talking to a teacher, boss, or superior.
- At formal events like business meetings or ceremonies.

Examples:

- "Good morning, Mr. Smith."
- "How do you do?"
- "It's a pleasure to meet you."

▷ In-formal greetings, are more suitable when:

- Meeting friends or family.
- Interacting with classmates or peers.
- When there is no need for a formal tone, and you have a casual relationship with the person.

Examples:

- "Hey, what's up?"
- "Hi, how's it going?"
- "Yo, what's new?"

▷ Time-Specific Greetings

Examples:

- "Good morning" (used when meeting someone in the early part of the day).
- "Good afternoon" (used after noon until around 5 PM).
- "Good evening" (used after 5 PM, especially in formal settings).
- "Good night" (used when parting in the evening or late at night).

b. Non-verbal greetings

Besides spoken greetings, non-verbal greetings also play an essential role in communication:

- Handshakes: Common in formal settings, especially in business or when meeting someone for the first time.
- Waving: A simple and informal way to greet someone from a distance.
- Nodding: Often used in casual settings or as a sign of acknowledgment.
- Smiling: A universal sign of friendliness and warmth.

Spelling Your Identity

Identity refers to the qualities, beliefs, personality traits, appearance, and experiences that make a person who they are. It is how we see ourselves and how others perceive us. Our identity is shaped by various factors, including our culture, family, experiences, values, and personal choices. It is a combination of both how we define ourselves and how society defines us.

When filling out your identity information, it's essential to spell each detail correctly because spelling mistakes can cause confusion or misunderstandings, especially in official documents or forms. For example, if your name is spelled incorrectly, it may lead to errors in communication or identity verification.

Cardinal Numbers

Cardinal numbers are the numbers we use to count things. They show how many of something there are.

For example:

- ▷ One (1)
- ▷ Two (2)
- ▷ Three (3)
- ▷ Ten (10)

Examples of Cardinal Numbers in Sentences:

"There are 5 people in the group."

Ordinal Numbers

Ordinal numbers tell us the position or order of something in a sequence. They are used to indicate which item is in a particular place or position.

For example:

- ▷ First (1st)
- ▷ Second (2nd)
- ▷ Tenth (10th)
- ▷ Hundredth (100th)

Examples of Ordinal Numbers in Sentences:

"My birthday is on the 1st of May."

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LESSON 2

AROUND THE WORLD IN HOBBIES

Character of Pancasila Students

▷ Respectful

Show politeness and respect when addressing others, using appropriate language and tone to promote a harmonious and respectful environment in both verbal and written communication.

▷ Creative Contributor

Actively engage in creative activities and encourage others to express themselves through their hobbies. Share and celebrate unique forms of self-expression, whether through art, music, sports, or other creative hobbies.



Introduction

In our daily interactions, we often talk about where we come from and where others are from. Nationality plays an important role in shaping our identities, and the way we express it can help us connect with people from different cultures. In this chapter, we'll focus on how to use verb be to describe nationality and ask questions about it. You'll also learn how to form negative questions like "Are they from...?" and how to talk about your country and others' origins. Understanding how to ask and talk about nationality will help you engage in meaningful conversations with people from around the world!

Keywords: Hobbies, Nationality, Countries, Identity.

The goals of this chapter are: Mastering the use of verb be (to be singular), Exploring hobbies and their connection to nationalities, and Practicing 5W questions in everyday conversations.

1. Mastering Verb Be (to be singular) in Context Skills

- ▷ Practice using verb be (to be singular) in sentences to describe personal identity, hobbies, and nationalities.
- ▷ Develop the ability to introduce yourself and others, and describe your hobbies using verb be correctly.
- ▷ Learn how to form both statements and questions using verb be to engage in conversations about personal interests.

2. Understanding Nationalities and Cultural Diversity

- ▷ Identify and talk about different countries and nationalities, connecting them to hobbies and traditions around the world.
- ▷ Use verb be to express and discuss where people are from and how their hobbies reflect their cultural background.
- ▷ Practice asking questions like “Where are you from?” and answering them using verb be.
- ▷ Practice using verb be and 5W questions in role plays to ask about hobbies and nationality, building confidence in daily conversations.

3. Building Confidence in Introducing Yourself and Your Hobbies

- ▷ Learn how to confidently introduce yourself, ask others about their hobbies, and use verb be to describe your likes and interests.
- ▷ Practice role-playing scenarios where you introduce yourself, ask about hobbies, and talk about your nationality in different situations (informal vs. formal).



F I T R I



1. Verb Be in Action: Describing Yourself and Your World

Every day, we introduce ourselves and share where we come from. The verb be helps us describe our nationality, identity, and background. Mastering verb be in sentences like “I am from...” and “They are from...” allows us to talk about our origin and make connections with people from different countries. Let’s explore how using verb be can help us describe ourselves and others more clearly, especially when talking about nationality!



Mission 1. Nationality Explorer Map

You are a young explorer traveling the world to meet new friends! In this mission, your task is to discover where people are from and what we call people from different countries. Write at least 7 the correct pair next to each other. You may use a dictionary, map, or globe if needed!

Country		Nationality	
Japan	Brazil	German	South Korean
England	France	Malaysian	Spanish
South Korea	The United States	Egyptian	Indian
Indonesia	China	American	Italian
Australia	Thailand	Chinese	Thai
Egypt	Italy	Indonesian	Japanese
Spain	Germany	French	Brazilian
India	Malaysia	English	Australian

Correct pair

Country	Nationality
.....	
.....	
.....	
.....	
.....	

Mission 2. Global Connections

Read the dialogue carefully, paying attention to key details such as names, countries, nationalities, hobbies, and how the verb be (am, is, are) is used in conversation. Then, complete the sentences by filling in the blanks with the correct information from the dialogue. Finally, use the information from the dialogue to write a short description of one of the characters.

Dina: Hello there! You look new. What's your name?

Kenji: Hi! I'm Kenji. I just moved here last week.

Dina: Nice to meet you, Kenji. Where are you from?

Kenji: I'm from Japan. I lived in Tokyo with my family.

Dina: Wow, that's far! So, you are Japanese?

Kenji: Yes, I am. I'm proud of my culture.

Dina: That's really cool. I've seen Japanese art before. Do you like drawing or painting?

Kenji: Not really. I enjoy making origami. It's a paper-folding art from Japan.

Dina: Oh! I've heard of that. You fold paper into animals, right?

Kenji: Yes, I do! I can make cranes, frogs, and even flowers. It's relaxing for me.

Dina: That's awesome. When do you usually do origami?

Kenji: I usually do it after school while listening to music. Sometimes on weekends too.

Dina: That sounds fun. How old are you, by the way?

Kenji: I'm 13 years old. What about you?

Dina: Same! I'm 13 too. My name is Dina, and I'm from Indonesia.

Kenji: Nice! So you're Indonesian. What's your hobby?

Dina: I like drawing comics. I love making characters and stories.

Kenji: That's so cool! Maybe one day we can make a comic with origami characters.

Dina: That would be amazing!

Complete the sentences:

His name is _____.

He is from _____.

He is _____ (nationality).

His hobby is _____.

He usually does it _____ and _____.

He is _____ years old.

Dina is from _____ and she is _____.

Dina likes _____.

Mission 3. Guess the Country and Nationality!

Look at the pictures below. Each picture shows a person and a flag that tells you where they are from. Your task is to guess the name of the country and the correct nationality, then write full sentences using verb be.

1.



2.



3.



4.



Name	Country	Nationality
.....		
.....		
.....		
.....		

Knowledge Corner

In English, "verb be" is one of the most important verbs. We use it to talk about who someone is, where they are from, how they feel, or what something is. When talking about one person or thing, we use the singular form of "verb be."

There are 3 singular forms of "verb-be"

Subject	Verb Be	Example Sentence
I	Am	I am Indonesian
He	Is	He is from Japan

She	Is	She is 13 years old
It	Is	It is a flag of Thailand

How to make a sentence

Verb be	Example
I + am + (adjective/noun)	I am a student
He/She + is + [noun/adjective]	He is Mexican, She is a dancer.
It + is + [noun]	It is a hobby.

How to make questions:

- ▷ Am I Indonesian? → Yes, you are.
- ▷ Is she from Brazil? → Yes, she is. / No, she isn't.

Mission 4. Perfecting Sentences with Verb Be!

Let's build strong English sentences using the correct verb be! Read the subject and choose the correct verb (am or is), then complete each sentence.

- a. I ____ from Indonesia.
- b. She ____ 13 years old.
- c. He ____ Korean.
- d. I ____ a student.
- e. It ____ a flag of Brazil.
- f. He ____ from Egypt.
- g. She ____ a dancer.
- h. I ____ proud of my culture.

Mission 5. Crafting Simple Sentences!

Now it's your turn to use what you've learned! In this mission, you will write five simple sentences using am or is. You can write about yourself, your friends, or even an imaginary person. Use your creativity.

Examples:

- ▷ I am a student.
- ▷ She is my best friend.
- ▷ He is from Mexico.
- ▷ It is a famous flag.

▷ I am proud of my culture.

Your Sentences:

1.
2.
3.
4.
5.

Mission 6. Check the Facts!

Work in pair or discuss it with your friends. Read the conversation between two students. After reading, check the statements below and decide if they are TRUE or FALSE based on the information in the dialogue.

Rani: Hi! You must be new here. What's your name?

Amir: Hello! Yes, I am. My name is Amir.

Rani: Nice to meet you, Amir. Where are you from?

Amir: I'm from Egypt. My family and I just moved here last month.

Rani: Wow! Egypt sounds amazing. So, you're Egyptian, right?

Amir: Yes, I am. And you?

Rani: I'm Rani. I'm from Indonesia. I live near the school. I walk here every day.

Amir: That's nice. I live close too. I usually ride my bike.

Rani: What do you like to do in your free time?

Amir: I like drawing buildings and cityscapes. I want to be an architect someday.

Rani: That's a great dream! I love singing. I sing every day after school, especially traditional songs.

Amir: That's cool! Do you sing in competitions?

Rani: Not yet, but I want to. I'm still practicing.

Amir: Keep going! Maybe one day I'll draw a concert stage and you'll sing on it!

Rani: That would be awesome!

Statement Check!

1. Amir is from Egypt. (....)
2. Rani is Egyptian. (....)
3. Amir just moved to the area this week. (....)
4. Rani walks to school every day. (....)
5. Amir usually goes to school by car. (....)
6. Amir likes drawing buildings and wants to be an architect. (....)
7. Rani sings traditional songs after school. (....)



8. Rani has joined many singing competitions. (....)
9. Amir encourages Rani to keep practicing. (....)
10. Rani and Amir are both interested in music. (....)



Do You Know?

Around the world, every country has something unique! In Japan, you can find vending machines that sell almost everything—even umbrellas. Brazil is famous for its colorful carnival and the Amazon, the largest rainforest on Earth. In France, millions visit the Eiffel Tower each year and enjoy eating fresh baguettes. Mexico celebrates Día de los Muertos, a beautiful tradition to honor loved ones. South Korea is known for fast internet and K-pop music that's popular worldwide. Italy gave the world pizza and over 1,500 types of pasta. The Great Wall of China stretches over 21,000 kilometers! In Egypt, the mysterious pyramids were built more than 4,000 years ago. Thailand is called the "Land of Smiles" because of its friendly people. And in Canada, there are more lakes than in any other country—and yes, people even play hockey on frozen ones!



Mission 7. Building Comprehension Skills

Read the short story carefully and then answer the questions that follow. Be sure to provide complete sentences in your responses, and support your answers with information directly from the story. This will help you practice comprehension and develop your ability to explain ideas clearly using the text as evidence.

A Day at the Zoo



Last Saturday, I went to the zoo with my best friend Sarah. We were really excited because we had planned the trip for weeks. We arrived early in the morning, just when the zoo opened, so we had plenty of time to explore. The weather was perfect—sunny, with a cool breeze. We started our adventure at the lion's den. When we got there, the lions were resting under a tree, but we could still see them clearly through the glass. They looked peaceful, but I knew that they could be very fierce if they wanted to.

After watching the lions for a while, we headed to the elephant enclosure. The elephants were having a great time playing with water. One of them sprayed water all over the place with its trunk, and we both laughed. We took some pictures of the elephants and moved on to the monkey house. There were many monkeys jumping around and playing with each other. It was fun to watch them swing from branch to branch. Sarah and I both agreed that the monkeys were the funniest animals at the zoo.

Around noon, we decided to have lunch. We found a spot near the giraffe and zebra exhibit, where we could sit and enjoy our sandwiches. The giraffes were eating leaves from the tall trees, and the zebras were walking around calmly. After lunch, we visited the reptile house and saw snakes, lizards, and turtles. Sarah was a little scared of the snakes, but I thought they were fascinating. The day ended with us watching the penguins swim in their pool, sliding across the ice. We both had such a great time and agreed that we should come back to the zoo soon. I can't wait for our next visit!

Answer the questions below

1. Who did the writer go to the zoo with?
2. What did they see at the elephant enclosure?
3. When did they go to the zoo?
4. Where did they have lunch?
5. Why did the writer think the monkeys were the funniest animals at the zoo?
6. How did the lions behave when the writer visited them?

Knowledge Corner

In English, we often ask questions using question words to get information. We use these question words to start a question and to learn about people, things, time, places, reasons, and ways.

These words are called 5W + 1H:

Question Word	Used to Ask About	Example Question
Who	A person	Who is your best friend?
What	A thing or activity	What is your hobby?
When	Time	When is your birthday?
Where	A place	Where are you from?
Why	A reason	Why do you like football?
How	A way or method	How do you go to school?

Mission 8. Partner Q&A

Work with a partner and choose one topic from the list below. After selecting your topic, create one clear and relevant question based on that topic. Once you've crafted your question, ask your partner and listen carefully to their response. This mission will help you practice asking questions and engaging in meaningful conversation.

Topic:

Topic 1: A famous person

Topic 2: A country or place

Topic 3: A hobby

Topic 4: A school activity or event

Topic 5: Favorite singer

Example questions:

Topic: My favorite hobby

- ▷ Who do you enjoy doing your hobby with?
- ▷ What is your favorite hobby?
- ▷ When do you usually do it?
- ▷ Where do you do your hobby?
- ▷ Why do you like it?
- ▷ How do you practice it?

Mission 9. Evaluating Statements

Read the story carefully. After reading, evaluate each statement and determine whether it is TRUE or FALSE based on the information provided in the text.

A Visit to the Museum



Last weekend, I visited the history museum with my cousin Mark. We were both excited because we love learning about the past. We arrived in the morning and went straight to the Ancient Egypt section. There, we saw many fascinating things, including mummies and statues of ancient gods. I was amazed by how well-preserved everything was! After that, we moved to the medieval section, where we saw armor, swords, and shields. Mark really liked the swords, while I was more interested in the ancient artwork on the walls.

For lunch, we sat at the museum café. We had sandwiches and cold drinks while talking about the exhibits we'd seen so far. After lunch, we explored the section about the Renaissance. We saw beautiful paintings and sculptures, and I was especially excited to see a painting by Leonardo da Vinci! Mark didn't know much about the Renaissance, so I explained some things to him. We spent a few more hours in the museum, and then we went home, feeling happy and inspired. It was a great day, and we agreed to visit another museum next month!

Statement check:

Statement	True/False
The writer visited the zoo with their cousin Mark.	
The writer and Mark were excited because they love learning about history.	
They saw mummies and statues in the Renaissance section.	
Mark was interested in the armor and shields.	
They had lunch in the museum's café.	
The writer was excited to see a painting by Leonardo da Vinci.	
Mark already knew a lot about the Renaissance.	
Mark already knew a lot about the Renaissance.	
They spent most of the day at the museum.	
The writer and Mark decided to visit another museum next year.	
They went straight to the Medieval section when they arrived.	

Mission 10. Quiz

1. What is the correct form of the verb "be" in the sentence:
"She ___ from Canada."
a. Am
b. Is
c. Are
d. Be

2. Which sentence is correct?
"They ___ from Japan."
a. Is
b. Am
c. Are
d. Be

3. Which of the following sentences is grammatically correct?
a. I are from Brazil.
b. He am from Spain.
c. We is from Italy.
d. She is from Germany.

4. Which question is correct when asking about nationality?
a. What is she from?
b. Where is he from?
c. What nationality is they?
d. How is they from?

5. Choose the correct form of the verb "be" for the question:
"___ they from France?"
a. Is
b. Are
c. Am
d. Be

**Akses latihan soal
lainnya di sini yuk!**



Summary

Singular verb be

In English, "verb be" is one of the most important verbs. We use it to talk about who someone is, where they are from, how they feel, or what something is. When talking about one person or thing, we use the singular form of "verb be."

3 singular forms of "verb-be"

Subject	Verb Be	Example Sentence
I	Am	I am Indonesian
He	Is	He is from Japan
She	Is	She is 13 years old
It	Is	It is a flag of Thailand

How to make a sentence

Verb be	Example
I + am + (adjective/noun)	I am a student
He/She + is + [noun/adjective]	He is Mexican, She is a dancer.
It + is + [noun]	It is a hobby.

How to make questions:

- ▷ Am I Indonesian? → Yes, you are.
- ▷ Is she from Brazil? → Yes, she is. / No, she isn't.

5W + 1H

In English, we often ask questions using question words to get information. We use these question words to start a question and to learn about people, things, time, places, reasons, and ways.

These words are called 5W + 1H:

Question Word	Used to Ask About	Example Question
Who	A person	Who is your best friend?
What	A thing or activity	What is your hobby?
When	Time	When is your birthday?
Where	A place	Where are you from?
Why	A reason	Why do you like football?
How	A way or method	How do you go to school?

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Character of Pancasila Students

▷ Curious Explorer

Demonstrate curiosity about the hobbies and interests of others. Ask thoughtful questions about how people spend their free time and be open to exploring new activities and ideas from different cultures.

▷ Collaborative Learner

Work together with others to explore new hobbies, share experiences, and deepen your understanding of different forms of self-expression. Learn from peers and collaborate on activities that involve group participation.



Introduction

Hobbies are more than just activities we enjoy—they're a reflection of who we are and a way for us to connect with others. Whether it's playing sports, listening to music, watching films, or engaging in creative arts, hobbies offer insight into our personal tastes and values. In this lesson, you'll learn how to express your preferences using verb be in negative questions, like "Do you like...?" and "I don't like...". You'll also explore how object pronouns can help you talk more naturally about your interests and the hobbies of others. Understanding how to express likes and dislikes will help you connect with people from different cultures and backgrounds, making it easier to engage in conversations about shared interests. By the end of this lesson, you'll be ready to confidently talk about your favorite activities and ask others about theirs, discovering how hobbies can bring people closer together.

Keywords: Object Pronouns, Hobbies, Likes and Dislikes, Questions and Statements.

The goals of this chapter are: Mastering the use of verb be (to be singular), Exploring hobbies and their connection to nationalities, and Practicing 5W questions in everyday conversations.

1. Applying Verb Be (Plural) in Negative Questions

- ▷ Develop the ability to form negative questions using verb be (plural), such as “Do you like...?” and “They don’t like...” in conversations about hobbies.
- ▷ Understand how to use verb be (plural) to express preferences, making your conversations clearer and more accurate.

2. Expressing Likes and Dislikes Effectively

- ▷ Learn how to express your personal preferences using phrases like “I like”, “I don’t like”, and “Do you like...?” to discuss hobbies and interests.
- ▷ Practice structuring sentences that reflect your likes and dislikes, helping you communicate more confidently about what you enjoy or don’t enjoy.

3. Understanding and Using Object Pronouns

- ▷ Understand the role of object pronouns (e.g., me, you, him, her, it, us, them) in sentences, improving the flow of your conversations.
- ▷ Learn how to use object pronouns naturally when talking about hobbies, making your language more fluid and less repetitive.

4. Building Conversations Around Hobbies and Nationalities

- ▷ Gain confidence in asking questions and giving responses about hobbies, preferences, and nationalities using verb be and object pronouns.
- ▷ Practice using 5W questions (Who, What, Where, When, Why) to deepen conversations about hobbies and to understand others’ likes and dislikes in various contexts.



F I T R I



2. Preferences in Focus: Asking and Talking About Likes and Dislikes

We all have opinions about what we like and dislike, from hobbies to favorite foods. In this sub-chapter, we'll learn how to express our preferences confidently using phrases like "I like" and "I don't like". Understanding how to talk about likes and dislikes will help you connect with others who share similar interests and build conversations around common passions.

Mission 1. Hobby Hunters

Work in pairs. Choose six hobbies from the list or make your own. Ask your partner, "Do you like [activity]?" and answer using "Yes, I do" or "No, I don't. I prefer..." Write the questions and answers in the table, then write three sentences about what your partner likes and dislikes.

Hobby ideas to ask:

- | | | |
|------------|--------------------|-----------------|
| ▷ Swimming | ▷ Playing football | ▷ Reading books |
| ▷ Painting | ▷ Dancing | ▷ Singing |
| ▷ Drawing | ▷ Playing games | ▷ Cooking |

Hobby Survey Table:

Hobby	Question	Example Question
Dancing	Do you like dancing?	No, I don't. I prefer playing guitar.
.....		
.....		
.....		
.....		
.....		

Mission 2. My Hobby, My Choice!

Look at the list of hobbies in the table. For each one, write whether you like or don't like the activity and give a short reason why. Be honest and use full sentences like "I like..." or "I don't like..." to express your opinion.

Hobby	Your Opinion
Painting	I like painting because it helps me relax. I enjoy reading because I can explore new worlds. I don't like dancing because I feel shy when I dance. I like playing football because it's fun and I can play with my friends. I don't like cooking because it takes too long and I'm not good at it.
Playing football	..... .....
Watching movies	..... .....

Hobby	Your Opinion
Cycling	
Playing games	

Mission 3. What Do They Really Like?

Read the conversation carefully. Then, check True (✓) or False (X) for each statement based on the dialogue.

Alya: Hey guys, do you ever feel like we all have very different hobbies?

Dika: Totally! For example, I can't imagine spending hours reading like Rani does. I'd rather be outside playing football or fixing my bike.

Rani: Ha! That's because you hate sitting still. I enjoy quiet hobbies—reading, sketching, or sometimes writing stories. They help me relax and think clearly.

Alya: I guess I'm in the middle. I like dancing because it's active, but I also love watching movies and learning new recipes. I tried joining Dika's football game once... and fell after two minutes!

Dika: Yeah, that was kind of funny. But hey, not everyone enjoys sports. At least you tried.

Rani: I've never even tried. Sports just aren't my thing. But I'd love to take a painting class someday.

Alya: That sounds fun! Actually, I just joined a weekend baking club. We made cupcakes last Sunday!

Dika: Cupcakes? I wish I had time for that. Between school, football practice, and helping my dad with his garage, my weekends are packed.

Rani: Wow, I guess we all use our time very differently, huh?

Alya: Yep, but that's what makes it interesting—we all like different things!



True or False? Statement Check!

Statement	True/False
Dika prefers reading books to playing football.	X
Rani enjoys quiet activities like sketching and writing.	
Alya had fun playing football with Dika.	
Dika spends his weekends joining a baking club with Alya.	
Rani wants to try a painting class one day.	
Alya enjoys both active and calm hobbies.	
Dika helps his father during the weekends.	
All three students enjoy the same hobbies.	
Alya recently baked cupcakes on a Sunday.	
Rani is interested in learning sports in the future.	

Knowledge Corner

When talking about our interests, hobbies, or preferences, we commonly use the phrases "I like" and "I don't like" to express what we enjoy or do not enjoy.

a. Positive Expressions:

I like [activity/hobby]: This shows that you enjoy or are interested in something.

Example:

- ▷ I like reading books.
- ▷ They like playing football.

b. Negative Expressions:

I don't like [activity/hobby]: This shows that you do not enjoy or are not interested in something.

Example:

- I don't like watching horror movies.
- They don't like dancing.
- ▷ They don't like = They do not enjoy or are not fond of something.

Example: They don't like spicy food.

To learn about someone's preferences or hobbies, we often use the question: "Do you like...?"

This is a great way to ask someone if they enjoy or are interested in a certain activity.

a. How to Form the Question:

Do you like [activity]?

Example:

- ▷ Do you like playing soccer?
- ▷ Do you like listening to music?

b. How to Respond:

▷ Yes, I do. (If you like it)

Example: Yes, I do. I like playing soccer.

▷ No, I don't. (If you don't like it)

Example: No, I don't. I don't like playing soccer.

To make the conversation more dynamic, we use verb be (plural) to form negative questions. These questions ask if someone doesn't like something or if they don't enjoy a particular activity.

a. Forming Negative Questions with "Do" and "Be":

When you want to ask if someone dislikes something using verb be (plural), we can frame the question in a negative form like this:

Do you like [activity]? → Don't you like [activity]?

Example:

Don't you like playing sports?

Don't they like watching movies?

b. Answering Negative Questions:

If you agree, you can answer with "Yes, I do" or "No, I don't."

Example:

- ▷ Question: Don't you like dancing?
- ▷ Answer: No, I don't like dancing.
- ▷ Question: Don't you like soccer?
- ▷ Answer: Yes, I do. I like soccer.

Mission 4. Knowing Myself Better

Answer the 10 questions below honestly using "Yes, I am / No, I'm not" and add a short reason if you like. Don't write your name on the paper. When you finish, exchange answers with a friend. Read your friend's answers carefully and try to guess who they are based on their responses!

1. Are you afraid of the dark?
No, I'm not. I actually like being in the dark.
2. Are you good at drawing?
.....
3. Are you taller than your best friend?
.....
4. Are you in a school club?
.....
5. Are you interested in science?
.....
6. Are you good at remembering names?
.....
7. Are you someone who always finishes homework on time?
.....
8. Are you usually quiet in class?
.....
9. Are you a morning person?
.....
10. Are you someone who likes challenges?
.....



Mission 5. Sort It Out: Positive or Negative?

Look at the adjectives in the box. Read each word carefully and decide whether it shows a positive or negative quality. Then, write each adjective into the correct column in the table.

Adjective box			
▷ Kind	▷ Rude	▷ Honest	▷ Selfish
▷ Jealous	▷ Polite	▷ Lazy	▷ Friendly
▷ Helpful	▷ Arrogant	▷ Cheerful	▷ Careless
▷ Stubborn	▷ Creative	▷ Angry	▷ Patient

Adjective type

Positive Adjective	Negative Adjective
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

Mission 6. Say It with Feeling!

Choose 3 positive and 2 negative adjectives from you're the previous mission. Write one sentence for each adjective. Use the positive adjectives to describe yourself or someone you like. Use the negative adjectives to describe something people should avoid.

Example: People should not be arrogant because it makes others uncomfortable.

Your sentences:

-
-
-
-
-



Do You Know?

Engaging in hobbies such as painting, playing music, gardening, or crafting has been shown to significantly reduce stress and improve overall mental well-being. These activities stimulate the brain's dopaminergic reward system, which releases "feel-good" chemicals like dopamine and serotonin. As a result, people who make time for enjoyable leisure activities often experience better mood, improved focus, and lower levels of anxiety or depression. Even short periods of hobby engagement can create a positive emotional shift, making hobbies not just fun but also beneficial for emotional health.



Mission 7. What Do They Really Like?

Look at the pictures and ask your partner, "Do you like [activity/object in the picture]?" Then ask a follow-up question like "Why?" or "Which do you like better?" Take turns asking at least 5 questions each, then write a short summary of what you learned about your partner.



You: Do you like reading books?



You:

Your friend:



You:

Your friend:

Your friend: Yes, I do. I read every night before bed. You: Why do you like it? Your friend: Because it helps me relax and imagine new things.	You: Your friend:	You: Your friend:
 You: Your friend: You: Your friend:	 You: Your friend: You: Your friend:	 You: Your friend: You: Your friend:

Mission 8. Think and Choose

Read each “Would you rather...?” question carefully. For each question, choose one of the two options and write a complete sentence to explain your choice. Use adjectives such as fun, boring, interesting, relaxing, difficult, or exciting to help describe your opinion. This activity will help you practice expressing preferences and using descriptive language.



1. Would you rather play football or play chess?
2. Would you rather go swimming or go hiking?
3. Would you rather read a book or watch a movie?
4. Would you rather cook or draw?
5. Would you rather dance or sing?
6. Would you rather travel by car or by bicycle?
7. Would you rather play video games or play board games?
8. Would you rather visit the beach or visit the mountains?
9. Would you rather be funny or be smart?
10. Would you rather do group work or work alone?

Mission 9. Hobby Talk

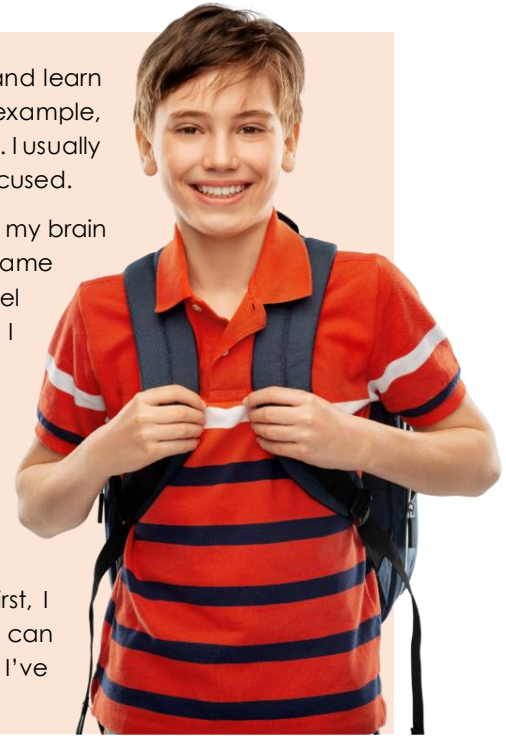
Read the monologue below carefully. Then, answer the questions that follow. Pay attention to the hobbies, how the speaker expresses likes and dislikes, and the adjectives used. This activity will help you understand how to describe opinions using full sentences.

Hi, I'm Ezra. I believe hobbies are important because they help us enjoy life and learn new things. I have many hobbies, but I don't love them all in the same way. For example, I like painting because it allows me to be creative and relaxed at the same time. I usually paint in the afternoon when the weather is quiet. It helps me feel calm and focused.

I also enjoy playing chess with my brother. It's a challenging game that keeps my brain active. Some people say chess is boring, but I think it's exciting because every game is different. Another hobby I really like is hiking. Being in nature makes me feel free and happy, especially when I reach the top of a hill and see the view. I usually go hiking on weekends with my cousins.

On the other hand, I don't enjoy playing video games. I find them tiring and repetitive. Most of my friends love video games, so they're surprised when I say no. I also dislike dancing. I'm not very confident when I dance, and I always feel a bit awkward. Dancing can be fun for others, but it just isn't for me.

Sometimes I try new hobbies too. Last month, I joined a cooking class. At first, I thought cooking would be boring, but it turned out to be fun and useful! Now, I can help my mom prepare lunch on Sundays, and she says I'm getting better. I've learned that trying new things can change your opinion.



Questions:

1. What hobbies does Ezra enjoy? Mention at least three and explain why.
2. What hobbies does Ezra dislike? Mention at least two and explain why.
3. What adjectives does Ezra use to describe painting and chess?
4. Why does Ezra like hiking? How does he feel during this activity?
5. What changed Ezra's mind about cooking?
6. Find three positive adjectives and three negative adjectives used in the monologue.
7. Do you think Ezra is open-minded about hobbies? Give one reason from the text.
8. Choose one hobby Ezra likes and one hobby he doesn't like. Do you agree or disagree with his opinion? Why?

Mission 10. Quiz

1. Which of the following is the correct way to ask about someone's preference?
 - a. Does you like reading?
 - b. Do you likes reading?
 - c. Do you like reading?
 - d. You like reading?

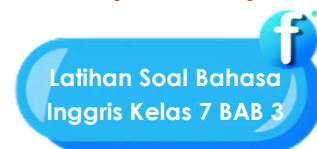
2. How do you respond when you like something?
 - a. No, I don't.
 - b. Yes, I am.
 - c. Yes, I do.
 - d. I not like it.

3. Which of these sentences is negative?
 - a. I like soccer.
 - b. Do you like playing tennis?
 - c. I don't like pizza.
 - d. Do you like music?

4. How do you form a negative question with "Do you like" in the plural form?
 - a. Don't you likes reading?
 - b. Do you don't like reading?
 - c. Do you like not reading?
 - d. Don't you like reading?

5. Which of the following is the correct response to "Do you like playing football?"
 1. Yes, I don't.
 2. No, I don't like.
 3. Yes, I do.
 4. No, I don't it.

**Akses latihan soal
lainnya di sini yuk!**



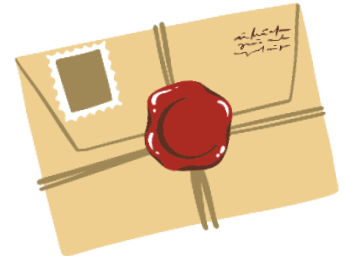


3. Making It Natural: Object Pronouns in Everyday Conversation

When talking about our hobbies and interests, we often repeat the same words. That's where object pronouns come in! They make our conversations more natural and help us avoid repetition. In this sub-chapter, we'll learn how to use me, you, him, her, it, us, and them to keep conversations flowing smoothly.

Mission 1. Share What You Like!

Write a short letter to your friend. Tell them about someone or something you like it can be a singer, a football player, a hobby, a movie, or anything you enjoy. Be sure to write in full sentences and explain why you like the person or thing.



Dear Aira,

How are you? I hope you're doing well. I wanted to write and tell you about something that I really like right now. Lately, I've been so interested in a K-pop group called BlackPink. I discovered them a few months ago, and now I listen to them almost every day. Their songs are so catchy and meaningful. I also follow them on social media to see their updates and behind-the-scenes videos.

My favorite member is Jennie. She has a great voice, and I really admire her. When I feel tired or sad, listening to her sing makes me feel better. Sometimes I even play their music while doing homework—it helps me stay focused.

Besides music, I've also been spending more time on drawing. I have a new sketchbook, and I use it to draw their group logo and portraits. It's fun and relaxing. I hope I can show it to you when we meet again!

Let's talk more soon. Please write back and tell me about your favorite artist or hobby too. I really miss hanging out with you.

Your friend,

Kayla

Write your letter here:

Dear....

.....

.....

.....

.....

.....

.....

.....

Knowledge Corner

An object pronoun is a word that replaces a noun and receives the action in a sentence. It usually comes after a verb or a preposition. Object pronouns help us avoid repeating the same nouns again and again.

Object pronouns:

Subject Pronouns	Object Pronouns	Example Sentence
I	Me	My friend calls me every day.
You	You	I will help you with your homework.
He	Him	We saw him at the park.
She	Her	I met her at the library.
It	It	I like this book. I will read it again.
We	Us	Our teacher gave us a fun activity.
They	Them	We invited them to the party.

How Object Pronouns Are Used in Sentences:

Object pronouns are used as the object of the verb, which means they receive the action of the verb.

Without Object Pronoun	With Object Pronoun
"I saw Sarah."	"I saw her."
In this sentence, Sarah is the object of the verb "saw."	In this sentence, her is the object pronoun replacing "Sarah."

Mission 2. Object Pronoun Hunt!

Re-read the letter you wrote in previous mission (mission 1). Underline or highlight all the object pronouns you can find. Then, list them in your notebook and write who or what each one refers to.

Example:

Dear Aira,

How are you? I hope you're doing well. I wanted to write and tell you about something that I really like right now. Lately, I've been so interested in a K-pop group called BlackPink. I discovered them a few months ago, and now I listen to them almost every day. Their songs are so catchy and meaningful. I also follow them on social media to see their updates and behind-the-scenes videos.

My favorite member is Jennie. She has a great voice, and I really admire her. When I feel tired or sad, listening to her sing makes me feel better. Sometimes I even play their music while doing homework—it helps me stay focused. Besides music, I've also been spending more time on drawing. I have a new sketchbook, and I use it to draw their group logo and portraits. It's fun and relaxing. I hope I can show it to you when we meet again! Let's talk more soon. Please write back and tell me about your favorite artist or hobby too. I really miss hanging out with you.

Your friend, Kayla

Now highlight or underline your letter in the previous mission!

Your letter:

Dear....

.....

.....

.....

.....

.....

.....

Mission 3. Fill It In: The Missing Pieces!

Work in pairs. Read each sentence and fill in the blank with the correct object pronoun from the box. Use the clues in each sentence to help you decide which pronoun fits best. After you complete all the sentences, take turns reading them aloud to each other for pronunciation and fluency practice.



Word Box:

- | | |
|-------|--------|
| ▷ me | ▷ it |
| ▷ you | ▷ us |
| ▷ him | ▷ them |
| ▷ her | |

Sentences:

1. I called ____ last night to talk about the homework.
2. Can you help ____ carry these books, please?
3. Rani and I are hungry. Please bring ____ some snacks.
4. My sister has a new cat. She loves ____ so much!
5. The teacher gave ____ a special sticker for answering correctly.
6. I saw Dino and Vino at the park. Did you see ____ too?
7. Nadia is very kind. Everyone likes ____.
8. Don't worry, I'll help ____.
9. This song is amazing. I really like ____.
10. He didn't see me, but I waved at ____.

Mission 4. Talk and Replace!

Work in pairs. Take turns talking about your daily routines or experiences (e.g., people you met, things you saw or used). Every time your partner mentions a noun (a person, animal, or thing), respond by replacing it with the correct object pronoun (me, you, him, her, it, us, them). Then, your partner will confirm the sentence using the object pronoun.

Example Conversation:

Rafi: Yesterday, I met my cousin at the library.

Nina: Oh, did you talk to **him**?

Rafi: Yes, I helped **him** find a science book.

Rafi: After that, we saw our English teacher near the entrance.

Nina: Really? Did she see **you**?

Rafi: Yes! She smiled at **us** and waved.

Rafi: Then we borrowed a comic book. I gave **the book** to my cousin.

Nina: Was it funny? Did you like **it**?

Rafi: Yes, I loved **it**. We read **it** together at the park.

Rafi: I also brought some snacks and shared them with my classmates.

Nina: That was nice of you. I'm sure they appreciated **them**.

Rafi: Yes, they thanked **me** after school.



Mission 5. Pronoun Switch-Up!

Read each sentence carefully. Identify the noun that should be replaced with an object pronoun (me, you, him, her, it, us, them). Then rewrite the sentence using the correct object pronoun. This will help you write and speak more naturally in English.

1. I gave Sarah the book.
I gave her the book.
2. I helped my brother with his homework.
.....
3. The teacher called my friends after class.
.....
4. She gave the pencil to me.
.....
5. We invited Lina and Riko to the show.
.....

6. Please give this letter to Mr. Danu.
.....
7. They saw my mom at the supermarket.
.....
8. Can you meet me and Farah at the station?
.....
9. I sent a message to the group.
.....
10. He brought his lunch to school.
.....
11. We followed the instructions carefully.
.....

Mission 6. Story Rewrite: Switch the Names!

Read the story below carefully. Then, rewrite it in your notebook by replacing the underlined names or objects with the correct object pronouns. Make sure your sentences are clear and correct.

Story:

Dina baked a chocolate cake and brought the cake to school. At lunch, Dina offered the cake to Farhan and Naila. Farhan was very happy and thanked Dina. Naila smiled and said she would eat the cake after class. Later, the teacher, Miss Lani, saw the cake and asked Dina about it. Dina gave a piece to Miss Lani. Then, Dina saw her friends near the canteen and ran to call her friends. She told her friends about the cake, and they followed Dina to get a piece.

Now rewrite the story by replacing the repeated names or objects with correct object pronouns. Here's how it starts:

Rewritten (first part):

Dina baked a chocolate cake and brought **it** to school. At lunch, Dina offered **it** to **them**. **He** was very happy and thanked **her**.....
.....
.....
.....
.....

Mission 7. Quiz

1. Which of the following is the correct use of an object pronoun in this sentence?
"I saw Sarah and talked to ____."
 - a. them
 - b. they
 - c. their
 - d. us

2. What is the object pronoun for "he"?
 - a. him
 - b. he
 - c. his
 - d. it

3. Which sentence correctly uses an object pronoun?
 - a. "I saw her at the park."
 - b. "She saw I at the park."
 - c. "Me saw her at the park."
 - d. "I her saw at the park."

4. Which of the following sentences uses the object pronoun "it" correctly?
 - a. "I like it movie."
 - b. "Can I have it? It is mine."
 - c. "She gave me it."
 - d. "I listen to it songs."

5. Which of the following sentences correctly uses an object pronoun to avoid repetition?
 - a. "I called Sarah, and I called Sarah again."
 - b. "I called her, and I called her again."
 - c. "I called Sarah, and I called her again."
 - d. "I Sarah called, and I Sarah called again."

**Akses latihan soal
lainnya di sini yuk!**



Summary

Expression of Likes and Dislikes

When talking about our interests, hobbies, or preferences, we commonly use the phrases "I like" and "I don't like" to express what we enjoy or do not enjoy.

a. Positive Expressions:

I like [activity/hobby]: This shows that you enjoy or are interested in something.

Example:

- ▷ I like reading books.
- ▷ They like playing football.

b. Negative Expressions:

- ▷ I don't like [activity/hobby]: This shows that you do not enjoy or are not interested in something.

Example:

- I don't like watching horror movies.
- They don't like dancing.
- ▷ They don't like = They do not enjoy or are not fond of something.

Example: They don't like spicy food.

To learn about someone's preferences or hobbies, we often use the question: "Do you like...?"

This is a great way to ask someone if they enjoy or are interested in a certain activity.

a. How to Form the Question:

Do you like [activity]?

Example:

- ▷ Do you like playing soccer?
- ▷ Do you like listening to music?

b. How to Respond:

- ▷ Yes, I do. (If you like it)

Example: Yes, I do. I like playing soccer.

- ▷ No, I don't. (If you don't like it)

Example: No, I don't. I don't like playing soccer.

To make the conversation more dynamic, we use verb be (plural) to form negative questions. These questions ask if someone doesn't like something or if they don't enjoy a particular activity.

a. Forming Negative Questions with "Do" and "Be":

When you want to ask if someone dislikes something using verb be (plural), we can frame the question in a negative form like this:

Do you like [activity]? → Don't you like [activity]?

Example:

Don't you like playing sports?

Don't they like watching movies?

b. Answering Negative Questions:

If you agree, you can answer with "Yes, I do" or "No, I don't."

Example:

- ▷ Question: Don't you like dancing?
- ▷ Answer: No, I don't like dancing.
- ▷ Question: Don't you like soccer?
- ▷ Answer: Yes, I do. I like soccer.

Object Pronouns

An object pronoun is a word that replaces a noun and receives the action in a sentence. It usually comes after a verb or a preposition. Object pronouns help us avoid repeating the same nouns again and again.

Object pronouns:

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She	Her	I met her at the library.
It	It	I like this book. I will read it again.
We	Us	Our teacher gave us a fun activity.
They	Them	We invited them to the party.

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Object pronouns are used as the object of the verb, which means they receive the action of the verb.

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"I saw Sarah."	"I saw her."
In this sentence, Sarah is the object of the verb "saw."	In this sentence, her is the object pronoun replacing "Sarah."

Reference

Kuykendall, L., Tay, L., & Ng, V. (2015). Leisure engagement and subjective well-being: A meta-analysis. *Psychological Bulletin*, 141(2), 364–403. <https://doi.org/10.1037/a0038508>



LESSON 4

THE PEOPLE WHO MATTER: DISCUSSING ROLE MODELS AND FAMILY ROOTS

Character of Pancasila Students

▷ Respectful

Developing empathy and kindness, as we discuss the qualities of role models and how these figures positively impact those around them.

▷ Social Justice

Understanding the importance of fairness and equality in how we view our role models and how we treat one another in our family and social environments.



Introduction

Do you have someone who inspires you in your daily life? It could be a family member or a public figure. The people we admire often influence our actions, goals, and how we see the world. In this chapter, we'll focus on expressing our preferences about the people we look up to and the hobbies we enjoy.

You'll learn how to use the simple present tense to describe your role models and family members. We'll also practice asking questions and using object pronouns to make conversations flow naturally. You'll even create a family tree to talk about your loved ones, helping you better describe your connections and preferences.

Keywords: Role Mode, Family Tree, Positive and Negative Statements, Questions and Answers.

The goals of this chapter are: Mastering the simple present tense (positive and negative forms), Asking and answering questions naturally, understanding family relationships through family trees, and Using possessives to describe ownership and relationships in daily conversations.

1. Using Simple Present Tense (Positive and Negative Statements)

- ▷ Develop the ability to form simple present tense sentences using be (am, is, are) to describe people, places, and conditions.
- ▷ Understand how to use do/does and don't/doesn't with action verbs to describe routines and habits.
- ▷ Practice identifying subject-verb agreement in simple present tense for both singular and plural subjects.

2. Forming Questions and Giving Short Answers

- ▷ Learn how to ask and answer yes/no questions using do/does, be, and have/has.
- ▷ Understand how to use WH- questions (who, what, where, when, why, how) in the present tense to ask for specific information.
- ▷ Build confidence in everyday conversations by asking and answering questions correctly and politely.

3. Understanding and Describing a Family Tree

- ▷ Recognize and use vocabulary related to family members such as parents, siblings, cousins, uncles, and grandparents.
- ▷ Practice describing family relationships using simple present tense (e.g., "He is my grandfather." / "She has two sisters.").

4. Using Possessive's and Possessive Adjectives Correctly

- ▷ Learn and practice using possessive adjectives (my, your, his, her, its, our, their) to describe belongings and relationships.
- ▷ Use possessive forms in context to describe things people own and relationships within families (e.g., "Their house is big." / "Her brother is kind.").



1. The Influence of Heroes

In this sub-chapter, we will explore the people who inspire us—whether they are family members or public figures. We'll learn how to describe the qualities we admire in them and express our likes and dislikes through the simple present tense.

Mission 1. Be Me!

Read the text carefully. Then answer the questions based on what you understand and how the verb be is used.

A Day in My Life

Hello! My name is Jihan, and I am a student at SMP Pelita Harapan. I am in Grade 7 and I am thirteen years old. My school is big and modern. There are many students and friendly teachers. My classroom is on the second floor, and it is always clean and bright.

Every morning, I wake up at 5:30. My parents are already in the kitchen. My mother is a nurse, and my father is a mechanic. They both are very hardworking. My younger sister, Lala, is still sleeping when I wake up. She is six years old and very cute.

After breakfast, I go to school. The schoolyard is large, and there are many flowers around it. My best friend's name is Aulia. She is smart and kind. We often study together. Sometimes, our teachers are strict, but they are fair and helpful.

At home, I help my mother in the kitchen. Our house is not very big, but it is comfortable. The walls are light blue, and my room is my favorite place. It is quiet, and I can study well there. My family and I are always close and happy



Questions:

1. What grade is Jihan in?
2. Where is Jihan's classroom located?
3. What do Jihan's parents do?
4. How old is Jihan's sister?
5. What is the schoolyard like?
6. What kind of person is Aulia?
7. Are Jihan's teachers always nice?
8. Why does Jihan like her room?

Knowledge Corner

The simple present tense is an essential tense that we use to talk about regular actions, universal truths, habits, feelings, opinions, and even scheduled events. It is easy to form in positive, negative, and question sentences, especially when you remember the rules for third-person singular forms.

We use simple present tense when:

- ▷ Habits and Routines (We use the simple present tense to talk about things we do regularly or habits we have)

Example: "I wake up at 7 AM every day"

- ▷ General Facts (It is used for facts or things that are generally true and don't change.)

Example: "Water boils at 100C"

- ▷ Feelings and Opinions (The simple present tense can express feelings, preferences, or opinions.)

Example: "I like pizza"

- ▷ Scheduled Events in the Future (It is also used to talk about events that are scheduled or planned in the future, especially when referring to public events like timetables.)

"The train leaves at 6 PM"

Formulas of simple present tense:

Form	+	-	?
I/You/We/They	Subject + verb 1 (no "s" or "es")	Subject + do not (don't) + verb 1	Do + subject + verb 1?
He / She / It	Subject + verb 1 + s/es	Subject + does not (doesn't) + verb 1	Does + subject + verb 1?

Examples sentence:

+	-	?
I am a chef	I am not a chef	Am I a chef?
I play soccer.	I don't play soccer.	Do I play soccer?
We eat breakfast at 8 AM.	We don't eat breakfast at 7 AM.	Do we eat breakfast at 8 AM?
They speak English.	They don't speak French.	Do they speak English?
She reads books.	She doesn't read books on weekends.	Does she read books every day?
He works in a bank.	He doesn't work on weekends.	Does he work in a bank?
It rains a lot in winter.	It doesn't rain often in summer.	Does it rain a lot in winter?

Mission 2. My World in Sentences!

Write at least 5 sentences about yourself, your family, your house, or your school using **am**, **is**, or **are**. Think about what you want others to know about your world. Try to make each sentence different.

Example:

- ▷ I am a student.
- ▷ My school is big.
- ▷ My sister is friendly.
- ▷ There are ten classrooms in my school.
- ▷ My parents are kind.

Your sentences:

.....

.....

.....

.....

.....



Mission 3. Transform the Sentence!

Read each sentence carefully. Rewrite it in the opposite form. If it's positive, change it to negative. If it's negative, change it to positive.

Practice Sentences	Opposite Sentences
<i>I am a student.</i>	<i>I am not a student.</i>
You are my friend.	
She is at home.	
They are not tired.	
He is not a teacher.	
It is sunny today.	
We are not ready.	
I am not from Japan.	
The classroom is clean.	
The books are not new.	

Mission 4. Guess Who Am I

Write a short description of a person without saying their name. Use 3–5 clues that include information like their job, physical appearance, nationality, hobbies, or personality. Use “is” or “are” correctly in each sentence. After writing your clues, ask your friend or classmate to guess who you’re talking about.

Example:

Clues: Fictional Character She is a girl. She is very smart. She is from a wizarding school. She is Harry Potter's best friend. She is good at magic. Who is it? Hermione Granger		Clues: Personal (Classmate or Family) He is my classmate. He is funny and kind. He is good at football. He is not tall. He is my best friend. Who is it? (write your classmate's or family's name)	
--	---	---	---

Your turn:

Clues:	Clues:
--	--

Mission 5. The “S” Rule Challenge!

Read the verbs in the box below. Then, complete the sentences by choosing the correct form of the verb: either add –s, –es, or use the verb without change.

1. She _____ (wash) her hands before dinner.
2. I _____ (study) English every day.
3. He _____ (go) to school at 6 o'clock.
4. We _____ (play) badminton after school.
5. It _____ (catch) mice quickly.
6. They _____ (fix) the computer.
7. He _____ (teach) Math in my school.
8. She _____ (dance) beautifully.
9. You _____ (do) your homework every night.
10. The cat _____ (eat) twice a day.

Mission 6. My Idol's Daily Life

Choose someone you admire—this can be a celebrity, athlete, character from a book or movie, or even a family member. Write a short paragraph (5–7 sentences) describing their daily activities. Since you're writing about, he, she, or it, remember to add –s or –es to the verb.

Example:

My Idol – NCT's Mark

Mark wakes up early in the morning. He eats breakfast and drinks coffee. Then, he practices dancing with his group. He writes songs in the afternoon. He also plays the guitar. In the evening, he goes to the studio to record music. He sleeps late at night.

Your idol's daily life:

You may write about what time they wake up, what they usually eat, what they do in the morning, afternoon, and evening, or what they do for fun. Be creative and check your verbs carefully!

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Mission 7. Sentences Identification

Read each sentence carefully. Decide if the verb is correct or incorrect. If the sentence is incorrect, rewrite it using the correct verb form. Remember:

- ▷ Use verb + s/es with he, she, it
- ▷ Use verb 1 with I, you, we, they

Sentence	✓/✗	Correction sentence
She walk to school every morning.	✗	She walks to school every morning.
They eat lunch at 12 p.m.	...	
My brother play the piano very well.	...	
We goes to the library on Fridays.	...	
It rains a lot in November.	...	
You study English every night.	...	
He watches cartoons after school.	...	
I likes to read comics.	...	

Mission 8. Guess from Clues!

Work in pairs. Use the Character Chart below. Choose one character from the list, but don't tell your partner who it is. Your partner will ask Yes/No questions using the simple present tense to guess the character. You must answer using correct short answers like "Yes, she does" or "No, he doesn't." After a maximum of 5 questions, your partner must guess the character. Then switch roles.

Name	Plays Music	Cooks	Has a Pet	Wears Glasses	Likes Reading
Elsa	X	X	X	X	✓
Harry	X	X	✓	✓	✓
Dora	✓	X	✓	X	X
Nobita	X	X	X	✓	X
SpongeBob	X	✓	X	X	X
Taylor	✓	✓	X	X	✓

Example guessing:

Student A: Does she play music?

Student B: Yes, she does.

Student A: Does she like reading?

Student B: Yes, she does.

Student A: Does she cook?

Student B: Yes, she does.

Student A: Is it Taylor?

Student B: Yes, it is!



Do You Know?



I Gusti Ngurah Rai - Wikipedia

I Gusti Ngurah Rai was not only a military leader but also a symbol of resistance and bravery. He is one of the few Indonesian heroes whose death in battle, fighting for independence during the Battle of Margarana, became a rallying point for Bali's people, cementing his legacy in Indonesian history.

Mission 10. Quiz

1. Which sentence is correct?
 - a. My brother play the guitar.
 - b. My brother plays the guitar.
 - c. My brother playing the guitar.
 - d. My brother played the guitar.

2. Choose the correct negative sentence:
 - a. They doesn't go to school.
 - b. They not go to school.
 - c. They don't goes to school.
 - d. They don't go to school.

3. Which question is formed correctly?
 - a. Do she play tennis?
 - b. Does she plays tennis?
 - c. Does she play tennis?
 - d. Do she plays tennis?

4. Choose the correct short answer: "Do you have a dog?"
 - a. Yes, I do.
 - b. Yes, I have.
 - c. Yes, I does.
 - d. Yes, I has.

5. Which sentence uses "have" correctly?
 - a. She have a cat.
 - b. I has a cat.
 - c. She has a cat.
 - d. They has a cat.

**Akses latihan soal
lainnya di sini yuk!**





2. Talking About Our Loved Ones and Relationships

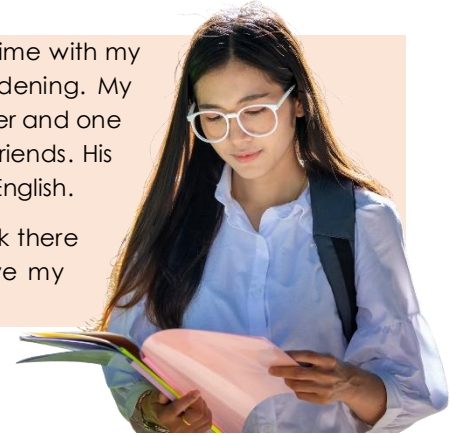
Here, we will focus on family connections and relationships. You will learn how to describe your family members using a family tree and express these relationships clearly with possessive's and possessive adjectives in everyday conversation.

Mission 1. My Family, My People!

Read the following text carefully. After reading, answer the questions that follow. Pay attention to how possessive forms are used to show who owns or relates to something.

Hi! My name is Rani. I'm 12 years old and I live in Bandung. I love spending time with my family. My father's name is Mr. Arif and he is a teacher. His hobby is gardening. My mother's name is Mrs. Sinta and her cooking is delicious! I also have one brother and one sister. My brother's name is Jaka. He plays football every weekend with his friends. His team's name is The Tigers. My sister, Lala, is very smart. Her favorite subject is English.

We have a pet cat. Its name is Mimi. Our house is near the school, so we walk there every morning. My parents always help me with my homework. I really love my family. They are my support and my happiness!



Answer the questions below:

1. What is Rani's father's name?
2. What is Jaka's hobby?
3. Whose cooking is delicious?
4. What is the name of the football team?
5. What is the name of their cat?

Mission 2. Meet My Friends

Read the short descriptions below. Then, complete the sentences that follow each paragraph using the correct possessive adjectives. This activity will help you connect people with the things they own or relate to.

Santi has a little brother named Bimo. She plays with him every afternoon. She also has a cute puppy named Coco. Coco loves running in the garden.

- ▷ _____ puppy is named Coco.
- ▷ Coco loves _____ toy bone.
- ▷ Santi plays with _____ brother every afternoon.

Dito and Riko are twins. They have the same face, but different hobbies. Dito loves to draw, and Riko likes to play the guitar. They share a bedroom at home.

- ▷ Dito loves drawing. _____ hobby is drawing.
- ▷ Riko has a guitar. _____ guitar is blue.
- ▷ Dito and Riko share a room. _____ bedroom is big.

You and your classmate are working on a project together. The project is about traditional food from Indonesia.

- ▷ You and your classmate are working hard. _____ project is very creative.
- ▷ "Is that _____ notebook?" your friend asks.
- ▷ "Yes, it is," you say. "Please write your name on _____ cover."

Mr. Dani is your English teacher. He loves animals. He has a fat cat named Kiko. Kiko is always sitting on the teacher's desk.

- ▷ Mr. Dani has a cat. _____ name is Kiko.
- ▷ Kiko likes _____ new food.
- ▷ We always laugh when we see _____ cat on the desk.

Knowledge Corner

The possessive form 's shows that something belongs to someone or something. We add 's to a noun to show possession. Example: John's pencil. (The pencil belongs to John.)

If the noun is already plural (ending in s), just add an apostrophe ('), not the s. Example: The teachers' books. (The books belong to the teachers.)

Possessive adjectives are words like my, your, his, her, its, our, and their. These words come before a noun to show who owns it or whose thing it is.

Subject	Possessive adjective	Example
I	My	This is my notebook.
You	Your	That is your pencil.
He	His	This is his phone.
She	Her	I like her dress.
It	Its	The cat eats its food.
We	Our	Welcome to our house.
They	their	That is their car.

Mission 3. What's Wrong?

Each sentence below contains one mistake in the use of possessive adjectives (my, your, his, her, its, our, their) or possessive's. Read each sentence carefully, then rewrite it correctly in your notebook. Think about who owns what, and whether you need a possessive adjective or a possessive 's form.

Sentence	✓/✗	Correction sentence
She is very kind. I like her's attitude.	✓	
That book is Dimas bag.	...	
This is hers pencil case.	...	
Our classroom is big. It's windows are wide and clean.	...	
Their's dog is always barking at night.	...	
Is this the chair of Lisa? Yes, it's Lisa chair.	...	
Look at my friend. His name is Nadia.	...	
Me and my brother have bicycles. My bicycle is red and he bicycle is blue.	...	

Mission 4. Find the Owner!

Below are five people and five items, but you don't know which item belongs to whom! Read the clues carefully and decide which object belongs to which person. Then, write complete sentences using possessive adjectives or possessive 's to show ownership.



Name	Items	Clues
Andin	Toy train	These belong to the person who always reads the newspaper.
Mr. Budi	Food bowl	You left it on the table after you finished your online class.
The children	Math homework	I saw a red bag near the window. It has Andin's name tag on it.
You	Red backpack	It always eats from the same bowl every morning.
The cat	Glasses	I saw them playing with it in the living room. It makes choo-choo sounds.

Write five full sentences to show ownership. Use possessive adjectives and possessive 's. Example answers:

1. This is Andin's red backpack.
2.
3.
4.
5.

Mission 5. All About My Family!

Write 5 sentences about your family members using possessive adjectives (my, your, his, her, their), describing the relationship and adding one interesting fact about each family member, such as their favorite food, hobby, or something they enjoy doing. After writing the sentences, combine them into a short paragraph that describes your family and includes these interesting facts.

Example:



My mother's name is Sarah. Her favorite food is pizza, and she loves to cook for us. My father's name is John. He enjoys hiking on weekends and is always planning new adventures for the family. My brother's name is Mark, and he is passionate about playing video games. My sister's name is Emma, and she loves painting in her free time. Our family's dog, Max, is always happy to greet us when we come home.

Make sure to connect your sentences smoothly and use possessive adjectives correctly. You can also draw a simple family tree that includes your parents, siblings, grandparents, and any other family members you'd like to mention.

.....

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Mission 6. Possessive's in Real Life

Work in pair! Then follow instructions below to complete the mission!

1. Find a News Article or Online Post: Choose a short news article, blog post, or social media post (about 2–3 paragraphs). You can use a printed article or find one online. Pick a topic that interests you, like sports, entertainment, or technology.
2. Underline Possessive's: As you read, underline all the examples of possessive's (e.g., "John's", "the teacher's", "Sarah's"). Look carefully for sentences where possession is shown with 's.
3. After identifying the possessive's, write down 5 sentences from the article where possessive's are used. These sentences should show ownership or possession.

Example:

In today's world, searching for health information on the web has become an integral part of daily life. Many individuals turn to the internet for healthcare information and self-assessment. A pilot study conducted by Shanu Sushmita and Si-Chi Chin investigates users' preferences for the type of search results (such as images, news, videos) and examines users' ability to accurately interpret online health information for self-diagnosis. Preliminary results reveal that blog and news articles are the most sought-after sources when searching for online health information. However, challenges exist in using online health information for self-diagnosis.

Example sentences analysis:

- 1) "The study's findings indicate that individuals prefer blog and news articles when searching for health information online."
Analysis: "study's" shows that the findings belong to the study.
- 2) "Users' preferences for search result types vary, with some favoring images over videos."
Analysis: "Users'" indicates that the preferences belong to the users.
- 3) "The researchers' investigation focused on how individuals interpret online health information."
Analysis: "researchers'" shows that the investigation belongs to the researchers.
- 4) "The article's analysis highlights the challenges in using online health information for self-diagnosis."
Analysis: "article's" indicates that the analysis belongs to the article.
- 5) "The pilot study's results suggest that there is a need for improved online health information literacy."
Analysis: "pilot study's" shows that the results belong to the pilot study.

Mission 7. Letter to a Friend

Imagine you're writing to a friend you haven't seen in a while. In your letter, tell them about your recent experiences, your plans for the weekend, or something interesting that happened in your life. Make sure to use at least 3 possessive adjectives (my, your, his, her, its, our, their) and at least 3 possessive's (e.g., "John's", "the teacher's", "my mother's").



Example letter:

Dear Rima,

I hope you're doing well! I wanted to tell you about my weekend. I went to the park with my dog, Max. Max's favorite game is playing fetch. We also had a family picnic; my sister's sandwich was the best! I bought a new jacket last week, and it's really warm. I hope we can hang out soon!

Your best friend,

Sarah

Mission 8. Quiz

1. This is my brother. That is ____ skateboard.
 - a. Us
 - b. Him
 - c. His
 - d. He's

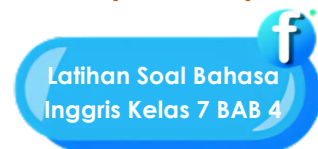
2. Those are my parents. That is ____ car.
 - a. Parents'
 - b. Parent's
 - c. Parents
 - d. Parents's

3. She is Lisa. ____ bag is on the chair.
 - a. She
 - b. Her
 - c. Hers
 - d. She's

4. This is not my phone. It's ____!
 - a. You
 - b. Yours
 - c. Your
 - d. You're

5. We are in school. That is ____ classroom.
 - a. Us
 - b. Our
 - c. Ours
 - d. We

**Akses latihan soal
lainnya di sini yuk!**



Summary

Simple Present Tense

The simple present tense is an essential tense that we use to talk about regular actions, universal truths, habits, feelings, opinions, and even scheduled events. It is easy to form in positive, negative, and question sentences, especially when you remember the rules for third-person singular forms.

We use simple present tense when:

- ▷ Habits and Routines (We use the simple present tense to talk about things we do regularly or habits we have)
- ▷ General Facts (It is used for facts or things that are generally true and don't change.)
- ▷ Feelings and Opinions (The simple present tense can express feelings, preferences, or opinions.)
- ▷ Scheduled Events in the Future (It is also used to talk about events that are scheduled or planned in the future, especially when referring to public events like timetables.)

Formulas of simple present tense:

Form	+	-	?
I/You/We/They	Subject + verb 1 (no "s" or "es")	Subject + do not (don't) + verb 1	Do + subject + verb 1?
He / She / It	Subject + verb 1 + s/es	Subject + does not (doesn't) + verb 1	Does + subject + verb 1?

Possessive's and Possessive Adjective

The possessive form 's shows that something belongs to someone or something. We add 's to a noun to show possession. Example: John's pencil. (The pencil belongs to John.)

If the noun is already plural (ending in s), just add an apostrophe ('), not the s. Example: The teachers' books. (The books belong to the teachers.)

Possessive adjectives are words like my, your, his, her, its, our, and their. These words come before a noun to show who owns it or whose thing it is.

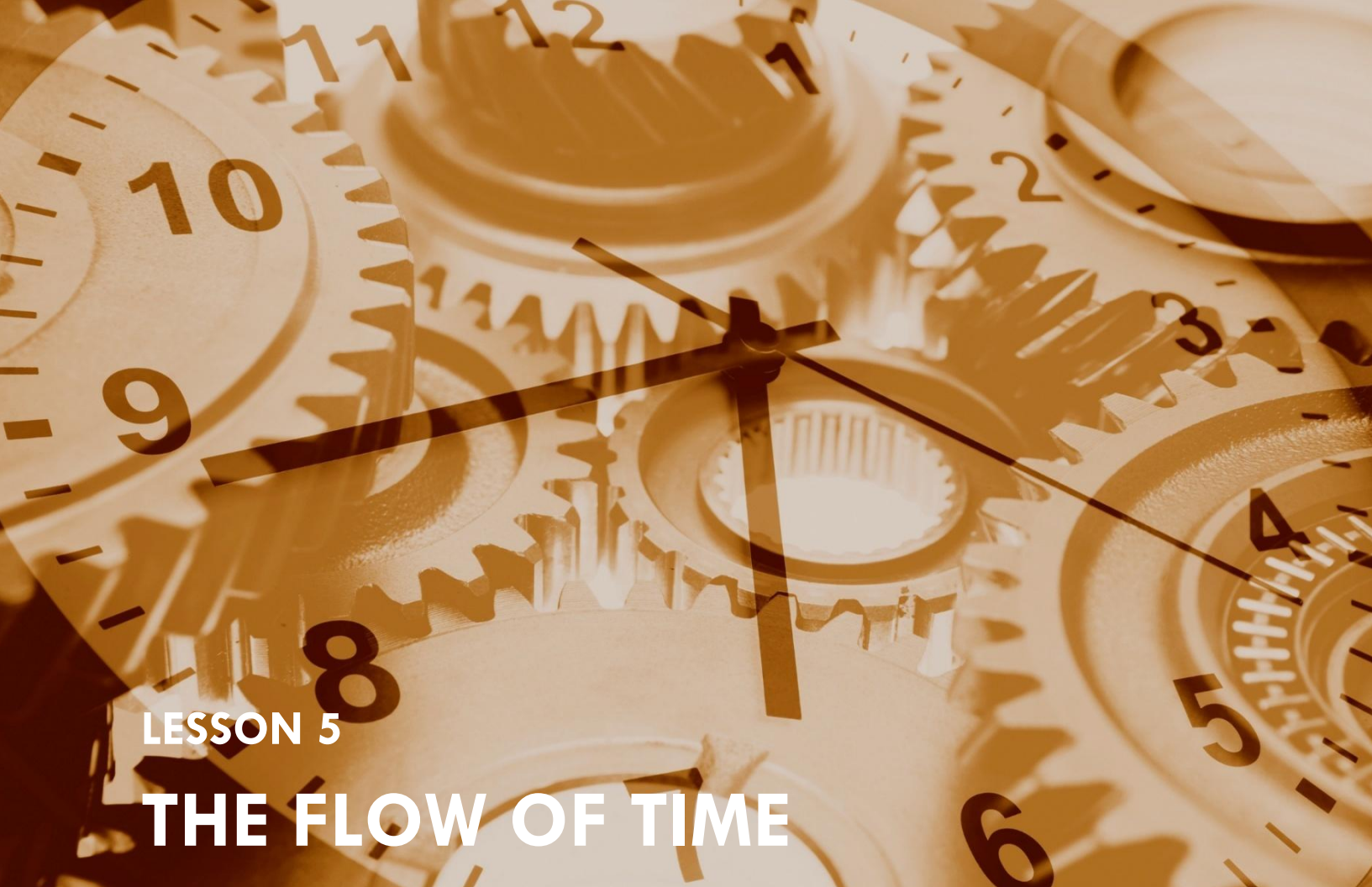
Subject	Possessive adjective
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	their

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LESSON 5

THE FLOW OF TIME

Character of Pancasila Students

▷ Critical Thinking

Reflecting on how time is spent, critically analyzing personal routines and habits using the simple present tense.

▷ Independence

Independently describing and expressing personal schedules, hobbies, and routines confidently.

▷ Creativity

Using creativity to express unique hobbies and routines, making conversations and descriptions more engaging.



Introduction

Do you have someone who inspires you in your daily life? It could Time plays a crucial role in our lives, guiding everything we do each day. From the moment we wake up in the morning to when we go to bed, we follow routines and habits that help us stay organized. In this chapter, we will learn how to talk about our daily routines using the simple present tense along with adverbs of frequency (like always, usually, sometimes, never) to describe how often we perform certain activities. This will help you express your habits and routines clearly and accurately.

We will also focus on how to tell time, describe your hobbies, and explain how you organize your day. You'll practice using these expressions to talk about your weekly schedule and learn how to ask and answer questions about what others do regularly. By the end of this chapter, you'll feel more confident in talking about your daily life, from your morning routine to your evening activities.

Keywords: Simple Present Tense, Adverbs of Frequency, Daily Routines, Telling Time, Hobbies, Time Management.

The goals of this chapter are: To gain proficiency in the simple present tense (positive and negative statements), to understand and use adverbs of frequency, to confidently tell time and describe daily activities, and to express preferences about TV programs and routines.

1. Using Simple Present Tense with Adverbs of Frequency

- ▷ Develop the ability to form positive and negative sentences using simple present tense with adverbs of frequency (e.g., always, usually, sometimes, never) to describe daily routines and habits.
- ▷ Practice forming positive and negative sentences using simple present tense with common verbs like be, do, and have to talk about routines and habits.
- ▷ Apply adverbs of frequency to express how often certain actions are performed (e.g., "I always study in the evening" or "She doesn't like playing football").

2. Asking and Answering Questions About Routines

- ▷ Learn to ask questions about daily activities using do/does in simple present tense, such as "Do you like reading books?" or "Does she go jogging on Sundays?".
- ▷ Understand how to give short answers (e.g., "Yes, I do," "No, they don't") and how to form WH-questions (e.g., "What time do you wake up?").
- ▷ Practice using these questions in realistic conversations to discuss hobbies, routines, and preferences.

3. Telling the Time and Describing Activities

- ▷ Learn how to express time accurately in both 12-hour and 24-hour formats (e.g., "It's 3:30 PM", "The meeting starts at 14:00.").
- ▷ Integrate time expressions (e.g., "in the morning," "at night") into your daily conversations to describe when you do various activities (e.g., "I wake up at 6:00 AM").
- ▷ Understand the role of time in structuring daily routines and practicing time management.

4. Talking About Days of the Week and Weekly Schedules

- ▷ Understand how to use days of the week to talk about your weekly routine (e.g., "I go to the gym on Mondays," "We visit our grandparents on Sundays.").
- ▷ Incorporate adverbs of frequency to explain how often you do certain activities on specific days (e.g., "I always have a meeting on Thursdays," "She sometimes plays tennis on Saturdays.").
- ▷ Practice combining days of the week with routine activities to form coherent and clear sentences.



1. Time in Motion: Living by the Clock

In this subchapter, you'll learn how to talk about your daily routines and hobbies using the simple present tense and adverbs of frequency. You'll practice telling time, describing your weekly schedule, and discussing your habits and preferences in everyday life.



Mission 1. Days of the Week: What's Next?

Look at the day written below. Your task is to write your schedule each day. Do this for all the days given.

MONDAY

Playing football, quality time with family

TUESDAY

.....

WEDNESDAY

.....

THURSDAY

.....

FRIDAY

.....

SATURDAY

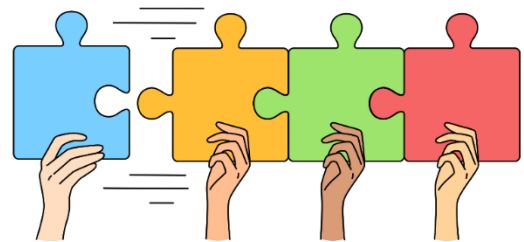
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SUNDAY

.....

Mission 2. Months Puzzle

Below are the names of the months, but they are mixed up. Your task is to write the months in the correct order starting from January.



Mixed list:

MARCH	NOVEMBER	JUNE	MAY	DECEMBER	AUGUST
JULY	APRIL	JANUARY	SEPTEMBER	OCTOBER	FEBRUARY

Correct order:

1	2	3	4	5	6
.....					
7	8	9	10	11	12
.....					

Mission 3. Your Daily Activities

Work in pair! Look at the table below. It shows a list of days of the week, and a few activities then ask each other questions about the activities you do on specific days. Use the question pattern: "What do you do on [day]?" Take turns asking and answering questions about the days of the week. Write 3-5 sentences in your notebook about what you do on different days.



You: What do you do on Monday?

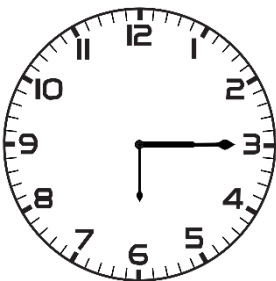
Your friend: On Monday, I go to school and do homework.

Your friend's daily activities table:

Day	Activity 1	Activity 2	Activity 3
Monday	Go to school	Do homework	.....
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

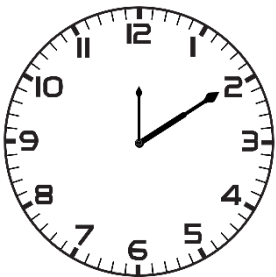
Mission 4. Scheduling My Week

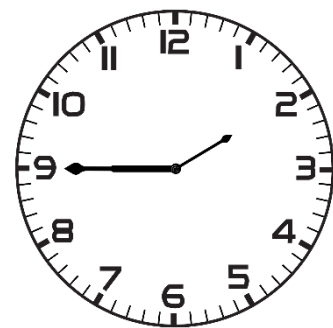
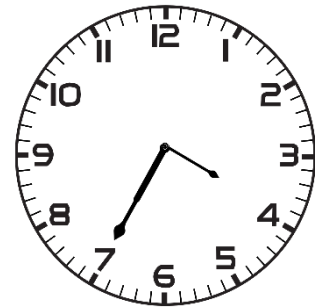
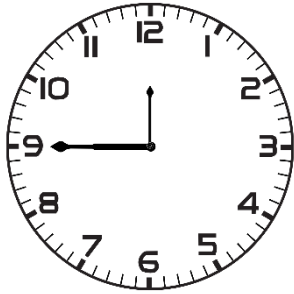
Look at the clocks below. Read each time in English, then write it in your notebook using both words and numbers. After that, make one sentence about what you usually do at that time.



It's half past three.

I usually play football at half past three.





Mission 5. Scheduling My Week

Create a weekly schedule by writing down the days of the week and at least two activities you usually do each day. After completing your schedule, reflect on your routine by asking yourself: What activities do I do most often? and Which activities do I do less frequently? Consider whether you want to change any aspects of your routine.



Day	Activity 1	Activity 2	Activity 3
Monday	I always wake up at 6:30 AM.	I usually go to school at 7:00 AM.	.....
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Reflection:

After completing the weekly schedule, ask yourself:

1. Are you satisfied with your current routine?
2. Are there activities you would like to do more often or less often?
3. Would you like to try something new in your daily schedule?
4. Write down any changes or improvements you could make based on this reflection.

Knowledge Corner

The days of the week are the names we use to describe each day in a seven-day cycle. They help us organize time and talk about when things happen.

The days of the week in English are:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- ▷ The week usually starts on Monday and ends on Sunday.
- ▷ Monday to Friday is called weekdays. These are the days when most people go to school or work.
- ▷ Saturday and Sunday are called the weekend. These days are usually for rest, fun, or family time.

The months of the year are the names we use to divide the year into 12 parts. Each month has a different number of days, and together, they help us organize time over a longer period.

The 12 months in English are:

January, February, March, April, May, June, July, August, September, October, November, December

- ▷ The year starts with January and ends with December.

- ▷ Each month has either 30 or 31 days, except February, which usually has 28 days, but every four years it has 29 days (called a leap year).

We usually express time by stating the hour first, followed by the minutes, and sometimes indicating whether it is in the morning (AM) or afternoon/evening (PM).

a. Hours

When the time is exactly on the hour, we say: It is ... o'clock.

Example: *It is 7 o'clock. (07:00 or 19:00)*

b. Minutes past the hour

To tell minutes after the hour, we use: It is (*minutes*) past (*hour*).

Example: *It is 10 past 7. (07:10)*

c. Minutes to the next hour

To tell minutes before the next hour, we use: It is (*minutes*) past (*next hour*).

Example: *It is 20 to 8. (07:40)*

d. Special expressions

- ▷ Quarter past [hour] → 15 minutes after the hour

It is quarter past 5. (05:15)

- ▷ Half past [hour] → 30 minutes after the hour

It is half past 2. (02:30)

- ▷ Quarter to [hour] → 15 minutes before the hour

It is quarter to 6. (05:45)

Mission 6. Time Chain

In this mission, you are going to write about your daily routine from morning until evening. Each activity must have a time and be connected to the next activity. This will make a "time chain," just like a story of your day.

Guides to complete this mission:

- a. Begin with the time you wake up in the morning.
- b. Write at least six activities you usually do in one day.
- c. Each activity must include a specific time (use o'clock, half past, quarter past, quarter to, or minutes).
- d. Connect the sentences to make a story.
- e. Read your time chain aloud to practice speaking.



My Day in Order

- ▷ I wake up at half past five in the morning
- ▷
- ▷
- ▷
- ▷
- ▷

Mission 7. My Favorite Days and Months

Write down your five favorite days of the week and three favorite months of the year. For each day and month, write one sentence explaining why it is your favorite.

1. My favorite day is Saturday because I play with my friends.
2. My favorite month is December because it is holiday time.
3.
4.
5.



Mission 8. My Family's Routine

Write about your family's daily routines using the simple present tense. Afterward, reflect on how your family's routines differ from your own and describe the similarities or differences between them.

1. My father wakes up at 6:00 AM
2. My sister always goes to school at 7:30 AM".
3.
4.
5.
6.
7.



Mission 9. My Day by the Clock

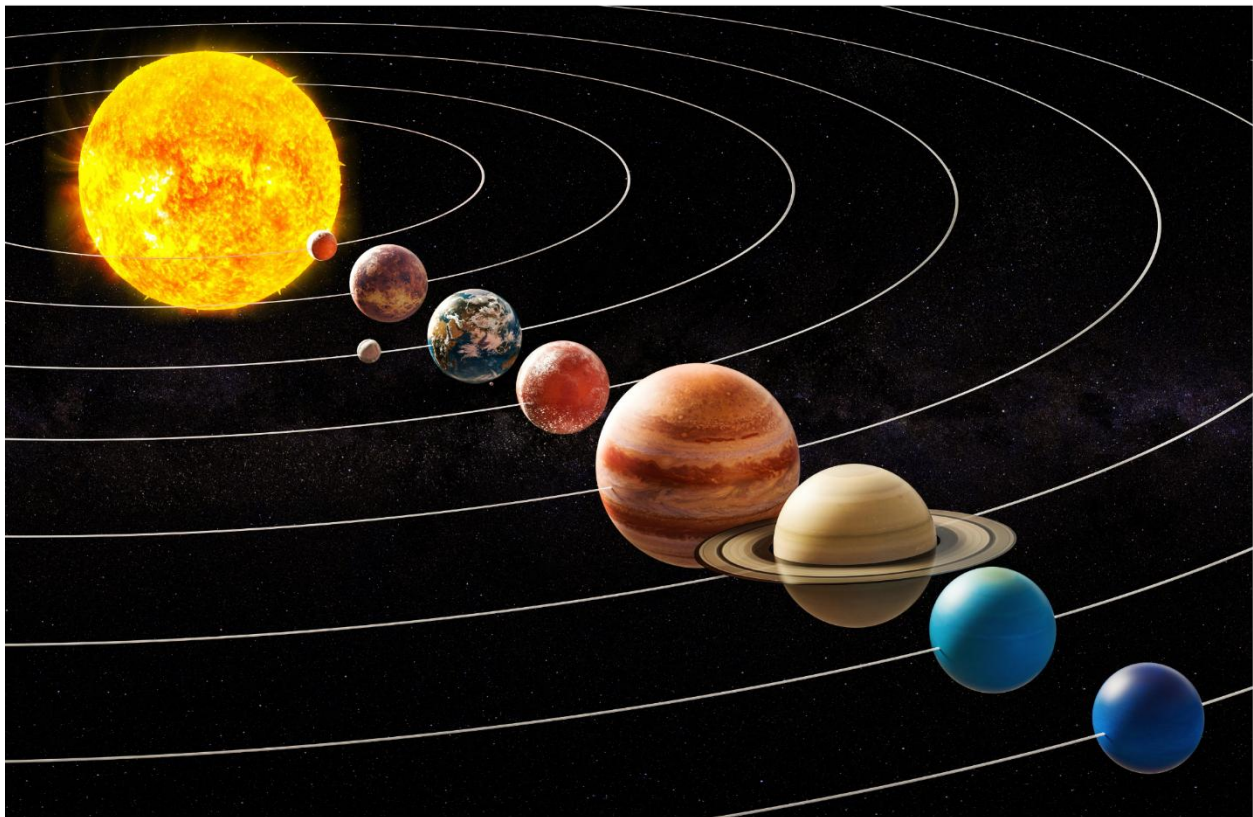
Follow the times below and write a sentence for each time describing what you usually do. Use the simple present tense and add time expressions like in the morning, at noon, in the evening, or at night.

Time	Activity
6:30 AM	
9:30 AM	
12:00 PM	
3:00 PM	
9:00 PM	



Do You Know?

The seven-day week comes from ancient civilizations like the Babylonians, who linked each day to the seven visible celestial bodies: the Sun, the Moon, Mars, Mercury, Jupiter, Venus, and Saturn. In many Western countries, the week starts on Sunday, but in most international calendars (like ISO standard), the week starts on Monday.



Mission 10. Quiz

1. The clock shows ① 12:30. How do you say the time?
 - a. It's half past twelve.
 - b. It's quarter past twelve.
 - c. It's twelve o'clock.
 - d. It's quarter to twelve.

2. The train leaves at 7:45. What is the correct way to say this?
 - a. It's quarter to seven.
 - b. It's quarter to eight.
 - c. It's quarter past seven.
 - d. It's half past seven.

3. Your English class starts at 9:15. How do you tell the time?
 - a. It's nine o'clock.
 - b. It's quarter to nine.
 - c. It's half past nine.
 - d. It's quarter past nine.

4. Today is Wednesday. What day will it be tomorrow?
 - a. Thursday
 - b. Monday
 - c. Tuesday
 - d. Saturday

5. If yesterday was Sunday, what day is today?
 - a. Friday
 - b. Saturday
 - c. Monday
 - d. Tuesday

**Akses latihan soal
lainnya di sini yuk!**





2. The Habit Clock: Measuring Everyday Actions

You'll learn to describe your routines, compare them with others, and discover patterns in everyday actions. By the end, you'll be able to tell your own story of daily habits in English—and maybe even spot habits you want to change!



Mission 1. Schedule Evaluation

Work in pair, Prepare a list of daily activities such as eating breakfast, playing sports, watching TV, reading, or doing homework. Take turns asking and answering questions using the pattern: “How often do you [activity]?”. Then respond the questions with adverbs of frequency.

1.
2.
3.
4.
5.

Mission 2. Fill the Missing Adverbs

Complete the sentences by choosing the correct adverb of frequency from the options given in parentheses (e.g., “always,” “sometimes,” “never”) and write the full sentence. After filling in all the blanks, read the sentences aloud to practice pronunciation and understand how different adverbs change the meaning of the sentences.

Missing Sentences	Options
She ___ drinks milk in the morning.	always / sometimes / never
My brother ___ plays football after school.	usually / rarely / always
I ___ eat dessert before lunch.	never / sometimes / always
They ___ watch TV in the afternoon.	often / rarely / never
He ___ does his homework on time.	always / sometimes / usually
We ___ go to the park on weekdays.	never / always / sometimes
My sister ___ takes a nap after lunch.	rarely / usually / always
I ___ forget to brush my teeth at night.	sometimes / never / always
She ___ listens to music while studying.	always / rarely / often
They ___ help their parents with house chores.	sometimes / always / never

Knowledge Corner

Present simple tense is used to talk about habits, routines, and things that happen regularly. When we want to say how often something happens, we use adverbs of frequency with the present simple.

Forming simple present:

Adverb	Meaning	Example
Positive Statement (affirmative)	Subject + base verb (add -s/-es for he/she/it)	<i>I play football. / She plays football.</i>
Negative Statement	Subject + do/does + not + base verb	<i>I do not (don't) play football. / She does not (doesn't) play football.</i>
Yes/No Question	Do/Does + subject + base verb?	<i>Do you play football? / Does she play football?</i>
Short Answer	Yes/No + subject + do/does	<i>Yes, I do. / No, she doesn't.</i>

Adverbs of frequency tell us how often an action happens. Here are some common adverbs of frequency and their meanings:

Adverb	Meaning	Example
Always	100% of the time	<i>I always eat breakfast</i>
Usually	About 80-90% of the time	<i>She usually walks to school</i>
Often/frequently	About 60-70% of the time	<i>They often play football</i>
Sometimes	About 40-50% of the time	<i>We sometimes watch movies</i>
Rarely/seldom	About 10-20% of the time	<i>He rarely drinks soda</i>
Never	0% of the time	<i>I never eat junk food</i>

Mission 3. My Life in Frequencies

Look at the activities below. Write sentences about yourself using adverbs of frequency: always, usually, often, sometimes, never. This activity will help you practice telling how often you do something in your daily life.

- ▷ Eat vegetables → I usually eat vegetables.
- ▷ Watch TV at night →
- ▷ Do homework →
- ▷ Play sports →
- ▷ Brush your teeth →
- ▷ Help your parents →
- ▷ Read books →
- ▷ Go shopping →

Mission 4. Solve the Story

Read the short story below carefully and pay attention to the blanks. Your task is to think critically about the frequency of the actions in the story and fill in each blank with the correct adverb of frequency: **always, usually, often, sometimes, never**. After completing the story, read it aloud to practice your pronunciation and fluency, and reflect on how the adverbs change the meaning of the sentences.

Hello! My name is Rina. I always wake up at 6 o'clock on school days, but on weekends I wake up later. After waking up, I ____ brush my teeth and take a shower. I ____ eat breakfast before going to school, but I am in a hurry, so I ____ skip it.

At school, I ____ sit with my best friend, and we study together. I ____ enjoy English class because I like learning new words. During break time, I ____ buy snacks in the canteen with my friends.

After school, I ____ do my homework in the afternoon. I ____ play football in the park with my classmates, but if it rains, I stay at home. In the evening, my father ____ drinks coffee while my mother cooks dinner. We ____ eat together at 7 o'clock.

At night, I ____ watch TV with my family, but I ____ read books before going to bed. Finally, I ____ go to sleep at 9:30 because I need energy for the next day.

Mission 5. Action Patterns: Find the Clues

Read the text carefully and pay close attention to the words that show how often something happens. Find all the adverbs of frequency (**always, usually, often, sometimes, rarely, never**) and underline them in the text. After that, write each adverb you found in your notebook.

My name is Andi, and I want to tell you about my daily and weekly routines. On school days, I always wake up early because my house is far from school. I usually eat breakfast with my family before leaving home. My sister sometimes helps me prepare my bag, but she never goes to school with me because her school is in another town.

At school, I often play basketball with my friends during the break. I rarely forget to do my homework, because I know it is important. My English teacher is always friendly, and we usually have fun activities in class. After school, I sometimes go to the library to borrow books, but I never stay there too long because I must go home.

In the evening, I usually help my mother cook dinner, and my father often watches the news on TV. My little brother sometimes plays games, but he never does his homework on time. At night, I always study for one hour before sleeping. I rarely stay up late because I need energy for the next day.

On weekends, my routine is a bit different. On Saturday, I usually play football in the park with my friends. We often practice for the school tournament. Sometimes I go shopping with my mother, but I never spend too much money. On Sunday, my family always goes to my grandmother's house. We usually eat lunch together, and my grandmother sometimes tells us interesting stories from her childhood.



Mission 6. Fact Finder Quest

Carefully read each sentence below and think about what you found from the text in Mission 5. For each statement, decide whether it is True or False. Pay close attention to details in the text, such as names, actions, times, and places. Once you have made your decision, mark your answer next to the statement. This mission will help you practice understanding the main ideas and important information from a text.

Statement	Fact
Andi always wakes up late on school days.	False
He usually eats breakfast with his family before leaving home.	
His sister never helps him prepare his bag.	
At school, Andi often plays basketball with his friends during the break.	
He rarely forgets to do his homework.	
Andi's English teacher is always friendly.	
After school, he sometimes goes to the library.	
He never helps his mother cook dinner.	
His father often watches the news on TV in the evening.	
His little brother never does his homework on time.	
On Saturday, Andi usually plays football in the park.	
On Sunday, his family always goes to his grandmother's house.	



Do You Know?

When the Earth first formed billions of years ago, a day was much shorter—only about six hours long. Over time, tidal interactions between Earth and the Moon have gradually slowed Earth's rotation, making our current 24-hour day—and night—longer by millions of years of cosmic change.



Mission 7. Quiz

1. Which sentence is correct?
 - a. She goes always to school at 7 o'clock.
 - b. She always goes to school at 7 o'clock.
 - c. She goes to always school at 7 o'clock.
 - d. She goes school always at 7 o'clock.

2. My father ____ reads the newspaper in the morning.
 - a. Never
 - b. Always
 - c. Sometimes
 - d. Usually

3. Choose the correct sentence with "to be" + adverb of frequency.
 - a. They are never late for class.
 - b. They never are late for class.
 - c. They are late never for class.
 - d. They late are never for class.

4. Which adverb shows 0% (something you don't do at all)?
 - a. Always
 - b. Often
 - c. Never
 - d. Sometimes

5. Complete the sentence: "I ____ watch TV after school because I like playing outside."
 - a. Never
 - b. Usually
 - c. Always
 - d. Often

**Akses latihan soal
lainnya di sini yuk!**

f
Latihan Soal Bahasa
Inggris Kelas 7 BAB 5

Summary

Tells a Day and Time in English

The days of the week are the names we use to describe each day in a seven-day cycle. They help us organize time and talk about when things happen.

The days of the week in English are:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

The 12 months in English are:

January, February, March, April, May, June, July, August, September, October, November, December

We usually express time by stating the hour first, followed by the minutes, and sometimes indicating whether it is in the morning (AM) or afternoon/evening (PM).

a. Hours

When the time is exactly on the hour, we say: It is ... o'clock.

Example: *It is 7 o'clock. (07:00 or 19:00)*

b. Minutes past the hour

To tell minutes after the hour, we use: It is (*minutes*) past (*hour*).

Example: *It is 10 past 7. (07:10)*

c. Minutes to the next hour

To tell minutes before the next hour, we use: It is (*minutes*) past (*next hour*).

Example: *It is 20 to 8. (07:40)*

d. Special expressions

▷ Quarter past [hour] → 15 minutes after the hour

It is quarter past 5. (05:15)

▷ Half past [hour] → 30 minutes after the hour

It is half past 2. (02:30)

▷ Quarter to [hour] → 15 minutes before the hour

It is quarter to 6. (05:45)

Present Simple Tense

Present simple tense is used to talk about habits, routines, and things that happen regularly. When we want to say how often something happens, we use adverbs of frequency with the present simple.

Forming simple present:

Adverb	Meaning
Positive Statement (affirmative)	Subject + base verb (add -s/-es for he/she/it)
Negative Statement	Subject + do/does + not + base verb
Yes/No Question	Do/Does + subject + base verb?

Short Answer	Yes/No + subject + do/does
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Adverbs of frequency tell us how often an action happens. Here are some common adverbs of frequency and their meanings:

Adverb	Meaning
Always	100% of the time
Usually	About 80-90% of the time
Often/frequently	About 60-70% of the time
Sometimes	About 40-50% of the time
Rarely/seldom	About 10-20% of the time
Never	0% of the time

Reference

Encyclopaedia Britannica. (n.d.). Week: Origin, history, & facts. In *Britannica*. Retrieved August 17, 2025, from <https://www.britannica.com/science/week>

Mental Floss. (2022, May 2). 28 fascinating facts about time. *Mental Floss*. Retrieved August 17, 2025, from <https://www.mentalfloss.com/posts/facts-about-time>

An aerial, high-angle view of a city, likely New York City, showing a dense urban landscape with numerous buildings, streets, and green spaces. The city is shown from a perspective that makes it appear as if it's a small globe, with the city's layout curving around the horizon. The sky is visible at the top and bottom edges of the frame.

LESSON 6

THE MAP IN WORDS: PLACES, DIRECTIONS, AND INSTRUCTIONS

Character of Pancasila Students

▷ Critical Thinking

Developing the habit of observing and exploring the environment, as you learn to identify places in your town and understand their functions.

▷ Independence & Responsible

Practicing responsibility by giving clear and polite directions and instructions, ensuring others can follow your guidance easily.

▷ Social Awareness

Understanding how to help and guide others, showing care for the community by knowing the locations of essential places in your town.



Introduction

Have you ever walked around your town and noticed many places that you didn't really know about? From parks to libraries, every corner of your town has something to explore and understand. In this chapter, you will learn how to describe these places and understand their locations clearly.

You will also practice giving instructions and directions so that anyone can easily find their way. By the end of this chapter, you will be able to confidently talk about your town, guide someone around it, and describe where things are using simple, clear sentences.

Keywords: There is, There are, Imperatives, Prepositions of place, Places in town, Directions and guidance.

The goals of this chapter are: Mastering the use of there's/there are to describe places, Using positive imperatives to give clear instructions, Applying prepositions of place to indicate position, and Recognizing and describing common locations in towns.

1. Describing Locations Using There's / There Are

- ▷ Develop the ability to express the existence of singular and plural places in a town using "there's" and "there are"
- ▷ Apply descriptive language to compare different places and give details about their quantity or existence in a town.

2. Using Positive Imperatives

- ▷ Learn to give clear, polite, and accurate commands or suggestions using positive imperatives
- ▷ Practice forming questions to ask about locations, such as "Is there a hospital near here?" or "Are there any cafes on this street?"
- ▷ Use imperatives in context to guide someone through a town or describe actions related to daily routines.

3. Using Prepositions of Place

- ▷ Understand and correctly use prepositions of place to describe the position or location of objects, people, and places.
- ▷ Apply prepositions of place in dialogues, descriptions, and short paragraphs to enhance clarity and comprehension.

4. Recognizing and Describing Places in Town

- ▷ Recognize, name, and categorize common and less common places in towns and describe the location of places using "there's / there are" and prepositions of place.
- ▷ Compare and contrast different places in terms of their size, number, or distance from other landmarks.
- ▷ Use descriptive vocabulary to explain the purpose and function of each place, integrating it naturally into conversations or texts.
- ▷ Develop the ability to answer questions about town maps, plans, or photographs using accurate terminology and grammatical structures.



1. Discovering Corners of the Town

In this subchapter, you will learn how to identify different places in a town, such as parks, shops, schools, and libraries. You will also practice using "there is" and "there are" to describe these places clearly and accurately.



Mission 1. Name the Place!

Look at each picture carefully and think about the place it shows. Write the correct name of the place under each picture. Make sure to check your spelling and try to remember what the place is used for.

		
.....		
		
.....		
		
.....		

Mission 2. Town Detective

You are a town detective! Read each clue carefully and think about which place it describes. Then, write the name of the place in English. After you have answered all the clues, check your answers using the example list provided at the end.

1. People go here to borrow or read books. → _____
2. You can buy fruits, vegetables, and many things here. → _____
3. This place has doctors and nurses to help sick people. → _____
4. You can watch movies with your friends here. → _____
5. People wait for buses here. → _____
6. People pray here. (According to each individual's faith) → _____
7. Children play here, and there are trees and benches. → _____
8. You can send letters and packages here. → _____



Knowledge Corner

We use there's and there are to say that something exists in a place.

- ▷ There's = there is (singular) → for one place or thing.
- ▷ There are (plural) → for more than one place or thing.

Examples:

- ▷ *There's a school in my town.*
- ▷ *There are three supermarkets near my house.*
- ▷ *There's a park next to the hospital.*

We use prepositions to describe where one place is in relation to another.

- ▷ Next to → very close, side by side.
The cinema is next to the supermarket.
- ▷ In front of → before, facing.
The bus station is in front of the park.
- ▷ Behind → at the back.
The library is behind the school.
- ▷ Between → in the middle of two places.
The mosque is between the school and the hospital.
- ▷ Across from / Opposite → on the other side of the road.
The bank is across from the post office.

Mission 3. Town Identification

Read the text carefully and answer the questions below. Use complete sentences, there's, there are, and the correct prepositions of place when necessary. Pay attention to the details in the text to improve your understanding of describing locations in a town.

Maple Town

Welcome to Maple Town! Maple Town is a small but lively town with many interesting places for both residents and visitors. At the heart of the town, there's a large park where children play, families have picnics, and people walk their dogs. Behind the park, there is a modern library where students and adults can borrow books, use computers, and attend workshops. Next to the library, there are two cozy cafés where friends usually meet in the afternoon for coffee and snacks.

On the main street, there's a hospital to take care of sick people, and across from it, there's a post office where people can send letters and packages. Between the supermarket and the cinema, there's a bank

that offers friendly service to residents. Maple Town also has a school located next to a playground, which makes it easy for children to play during breaks.



Near the town center, there's a small museum that showcases the history of Maple Town, and next to it, there's a florist shop that sells beautiful flowers. On weekends, many families visit the park, playground, and museum, and the streets are always full of happy people walking, shopping, or relaxing in cafés. The town is safe, friendly, and full of life, making it a great place to live and explore.

Identification questions:

1. How many cafés are there next to the library?
2. Where is the library located in relation to the park?
3. What is in front of the hospital?
4. Which place is located between the supermarket and the cinema?
5. Where is the school in relation to the playground?
6. Name one place in Maple Town where children can play.
7. Where is the museum located in relation to the florist shop?
8. Write a sentence using there's to describe a place on the main street.
9. Write a sentence using there are to describe places near the library.
10. Describe the town center in one or two sentences using there's or there are.



Mission 4. Map Reader

Look at the town map below, work in pairs and take turns describing a place using there's or there are along with prepositions of place. Your partner must try to identify the place based on your description. Then, write 3–5 sentences describing different places on your own. Use a mix of singular and plural places and include prepositions to make your descriptions more interesting and detailed.



Mission 5. Be a Town Reporter

Imagine you are a town reporter writing a short report of 5–8 sentences about your town. Mention at least six places using there's for singular and there are for plural, and include prepositions of place to make your descriptions clear. Finally, read your report aloud to a partner or record yourself.

Example:

"My town is a small but lively place. There's a library next to the school where students like to read books. There's a park behind the supermarket where families often have picnics. There are two cinemas across from the main street, showing the latest movies. There's a hospital between the bank and the post office. There's a café in front of the museum where tourists like to rest. There are several shops near the park where people buy snacks and drinks."

Mission 6. The Story Line Challenge

Read the list of activities below. The activities are mixed up, so your task is to rearrange them in the correct order to create a story. After arranging them, write your story in one paragraph using the pattern provided, making sure your sentences flow clearly and connect the activities naturally.



Mixed activities:

- ▷ Buy fruit and vegetables
- ▷ Read books
- ▷ Catch a bus
- ▷ Watch a movie
- ▷ Buy flowers
- ▷ Send a parcel
- ▷ Play football
- ▷ Save money
- ▷ Drink coffee with a friend
- ▷ Take a walk

Story:

.....

.....

.....

.....

.....

.....

.....

.....

Example:

Mixed activities:

- ▷ Have lunch
- ▷ Visit the post office
- ▷ Play badminton
- ▷ Go shopping
- ▷ Study in the library
- ▷ Walk in the park
- ▷ Visit the hospital
- ▷ Meet a friend at the café

Story:

On Sunday morning, I go shopping in the supermarket. After that, I study in the library. At noon, I have lunch at a small restaurant. In the afternoon, I visit the post office to send a letter and then I go to the hospital to see my grandmother. Later, I meet a friend at the café and we talk for a while. In the evening, I play badminton in the sports hall and finally, I take a walk in the park before going home.

Mission 7. Spot the Map!

Look at the map and the objects or places marked on it. Using the table of prepositions, write complete sentences to describe the position of each place on the map. Make sure your sentences are clear so that someone else could understand the location of the places just from your descriptions.



Mission 8. Mapping Objects with Words

Work in pair and look closely at the picture provided below, such as a room, classroom, or park. Using the prepositions of place, write complete sentences to describe where objects or people are located. Try to make your descriptions clear and detailed so someone who hasn't seen the picture can imagine it perfectly.



.....



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.....



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Mission 9. Sentence Puzzle

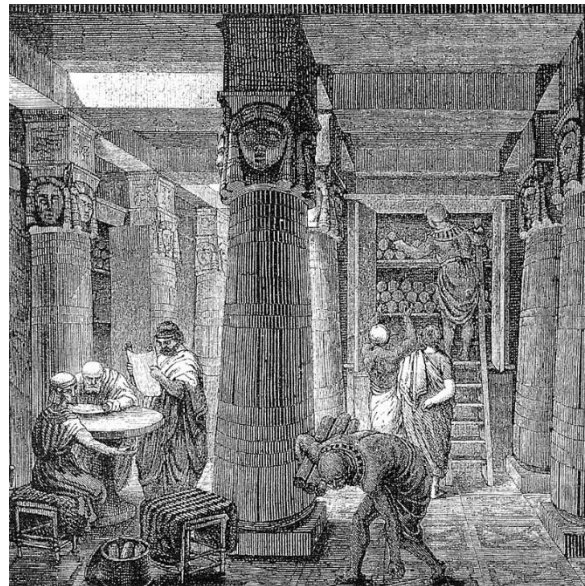
Rearrange the words below to form correct sentences using the prepositions of place. Pay attention to the order of the subject, verb, preposition, and object. Write your completed sentence neatly.

1. is / the book / on / the table
.....
2. the ball / under / is / the chair
.....
3. between / the tree / and / is / the bench
.....
4. in / the fridge / is / the juice
.....
5. the lamp / next to / the bed / is
.....
6. behind / the sofa / is / the cat
.....
7. in front of / the school / is / the playground
.....



Do You Know?

The Library of Alexandria in ancient Egypt, built around the 3rd century BCE, was one of the largest and most significant libraries of the ancient world. It is believed to have housed hundreds of thousands of scrolls and texts from various civilizations, making it a hub of knowledge and learning. Sadly, most of its collection was destroyed over time, but it remains a symbol of humanity's pursuit of knowledge.



Artistic Rendering of the Library of Alexandria, based on some archaeological evidence. - Wikipedia

Mission 10. Quiz

1. Which sentence is correct?
 - a. There is two cafés next to the library.
 - b. There are two cafés next to the library.
 - c. There's library next to the park.
 - d. There are a park next to the library.

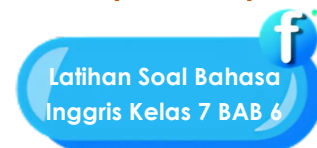
2. Which sentence describes the location of the hospital correctly?
 - a. The hospital is behind the cinema.
 - b. The hospital is next the cinema.
 - c. There's hospital in front the cinema.
 - d. There are hospital between the cinema.

3. Which sentence is correct if there is only one library in the town?
 - a. There are a library in the town.
 - b. There is a library in the town.
 - c. There are library in the town.
 - d. There is library in the town.

4. If the café is located between the bank and the school, which sentence is correct?
 - a. The café is between the bank and the school.
 - b. The café is next the bank and the school.
 - c. There is café between the bank and school.
 - d. There are café between the bank and the school.

5. Which sentence is correct if there are three parks in the town?
 - a. There is three parks in the town.
 - b. There are three parks in the town.
 - c. There's three park in the town.
 - d. There's three parks in the town.

**Akses latihan soal
lainnya di sini yuk!**





2. Navigating Our Town

In this subchapter, you will learn how to give instructions and directions using positive imperatives and prepositions of place. You will practice guiding someone around the town and describing where things are located.



Mission 1. Treasure Map Directions

Look at the map below and imagine you are guiding someone through the town. Write 5–7 clear imperative sentences to direct them from one place to another, using prepositions of place such as “turn left,” “go straight,” or “across from.” Make sure your instructions are easy to follow and cover multiple locations.



“Go straight from the barber shop. Turn left at the bakery. The market is next to the flower shop. Stop at the cafe on your left.”

1. From café to the book store
2. From bus station to the market
3. From candy shop to police station
4. From barber shop to toys shop
5. From bus station to barber shop

Mission 2. Lost in Town

Work in pairs and imagine one of you is lost in a town while the other gives directions. Using clear imperative sentences and prepositions of place, guide your partner to reach a specific location. After successfully arriving, switch roles so both students have a chance to give and follow directions.



Example: "Turn left at the candy shop," or "The café is next to the barber shop." Speak clearly, use accurate prepositions, and make sure your partner can follow your directions correctly.

Knowledge Corner

Positive imperatives are sentences used to tell someone to do something. They are direct commands or instructions and are very common in daily life, especially when giving directions or instructions.

- ▷ Use the base form of the verb (without "to" or "do").
Example: "Go to the library." not "To go to the library."
- ▷ Do not need a subject; "you" is understood.
Example: "Open the window." → The subject is implied: "You open the window."
- ▷ Can include prepositions of place to indicate location or direction.
Example: "Turn left at the park."
- ▷ Can be used for safety instructions, classroom directions, recipes, or guiding someone in town.

Giving directions means telling someone how to reach a place. It combines imperatives and prepositions of place.

- ▷ Start with a command (imperative): Go, turn, walk, stop, cross, continue.

Example: "Go straight for 100 meters."

- ▷ Include reference points: Landmarks like library, park, supermarket.

Example: "Turn left at the café."

- ▷ Use prepositions of place: Next to, opposite, across from, in front of, behind.

Example: "The hospital is next to the park."

- ▷ Sequence logically: Give steps in the order the person needs to follow.

Example: "Go straight, turn right, then stop at the school."

Mission 3. Command It Right!

In this mission, you will be given several incorrect sentences. Your task is to rewrite each sentence using the correct positive imperative form. Focus on clarity, proper verb usage, and removing unnecessary words. Remember, imperatives do not use "you" and always start with the base form of the verb (the dictionary form).

1. "You please close the window."
2. "Do open the notebook."
3. "Can you turn off the light?"
4. "Please be quiet in the classroom."
5. "You should read the instructions carefully."
6. "Do not forget to bring your pencil."
7. "Could you pass me the ruler?"



Do You Know?



The Broadway in New York City is not only famous for its theaters but also holds the distinction of being the oldest north-south main thoroughfare in Manhattan, originally a Native American trail called the Wickquasgeck Trail before Dutch colonization.

Broadway north from 38th St., New York City. - Wikipedia

Mission 4. Be a Tourist Guide

Imagine you are a tourist guide, and your partner is a tourist exploring your town. Use a town map (provided or drawn by yourself) with places such as a library, park, supermarket, café, school, hospital, bank, and museum. Take turns giving detailed step-by-step directions to different locations, making sure to use imperatives and prepositions of place. Your partner must follow your directions on the map to reach the correct place. After reaching the destination, switch roles so both of you can practice giving and following direction.



Example:

"Welcome to our town! First, we are visiting the Library, which is next to the Park. It's a quiet place where students come to study and read. From here, walk straight ahead to the Park, which is across from the Museum. You can enjoy a small fountain there. Next, turn right and go to the Museum, where you can see historical artifacts from our town. After the museum, we will visit the Café, which is in front of the Supermarket. Don't forget to try their local pastries!"

Mission 5. Quiz

1. Which sentence correctly asks for directions to the bank?
 - a. Can you telling me the way to the bank?
 - b. Tell me how to the bank?
 - c. Can you tell me the way to the bank?
 - d. You can tell me the bank?

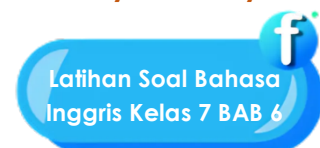
2. Which direction uses the imperative correctly?
 - a. You turn left at the park, then walk straight.
 - b. Turn left at the park, then walk straight.
 - c. Left turn at the park, walk straight.
 - d. You must to turn left at the park, then walk straight.

3. The café is ____ the library and the school.
 - a. In front of
 - b. Next to
 - c. Behind
 - d. Between

4. If you are at the hospital, which direction is correct to reach the park?
 - a. Go straight from the hospital, turn right at the museum, and the park is across from the bank.
 - b. You go straight from the hospital, right turn at museum, park across the bank.
 - c. Straight from the hospital, turn museum right, park is bank across.
 - d. Go to straight hospital, turn right museum, park across bank.

5. Choose the correct question to ask for directions politely.
 - a. Where is the bank at?
 - b. Tell me the way to the bank.
 - c. Excuse me, could you tell me the way to the bank?
 - d. Give me directions the bank.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Using there's and there are

We use there's and there are to say that something exists in a place.

- ▷ There's = there is (singular) → for one place or thing.
- ▷ There are (plural) → for more than one place or thing.

Examples:

- ▷ *There's a school in my town.*
- ▷ *There are three supermarkets near my house.*
- ▷ *There's a park next to the hospital.*

Using preparation of place

We use prepositions to describe where one place is in relation to another.

- ▷ Next to → very close, side by side.
The cinema is next to the supermarket.
- ▷ In front of → before, facing.
The bus station is in front of the park.
- ▷ Behind → at the back.
The library is behind the school.
- ▷ Between → in the middle of two places.
The mosque is between the school and the hospital.
- ▷ Across from / Opposite → on the other side of the road.
The bank is across from the post office.

Positive Imperative

Positive imperatives are sentences used to tell someone to do something. They are direct commands or instructions and are very common in daily life, especially when giving directions or instructions.

- ▷ Use the base form of the verb (without "to" or "do").
Example: "Go to the library." not "To go to the library."
- ▷ Do not need a subject; "you" is understood.
Example: "Open the window." → The subject is implied: "You open the window."
- ▷ Can include prepositions of place to indicate location or direction.
Example: "Turn left at the park."
- ▷ Can be used for safety instructions, classroom directions, recipes, or guiding someone in town.

Giving directions means telling someone how to reach a place. It combines imperatives and prepositions of place.

- ▷ Start with a command (imperative): Go, turn, walk, stop, cross, continue.
Example: "Go straight for 100 meters."

- ▷ Include reference points: Landmarks like library, park, supermarket.
Example: "Turn left at the café."
- ▷ Use prepositions of place: Next to, opposite, across from, in front of, behind.
Example: "The hospital is next to the park."
- ▷ Sequence logically: Give steps in the order the person needs to follow.
Example: "Go straight, turn right, then stop at the school."

Reference

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LESSON 7

THE LANGUAGE OF APPEARANCE

Character of Pancasila Students

► Critical Thinking

Practicing logical thinking by asking questions with *why* and giving reasons with *because*, so your descriptions become more meaningful and connected.

► Creativity

Using words and expressions to describe people in unique and interesting ways, just like painting pictures with language.

► Communication & Collaboration

Understanding how to help and guide others, showing care for the community by knowing the locations of essential places in your town.



Introduction

Have you ever tried to explain to a friend what someone looks like? Maybe you wanted to describe your new classmate, a famous person, or even yourself. Describing people is something we do almost every day, and in English, it becomes easier when we know the right words and expressions.

In this chapter, you will learn to use *have/has got* to talk about what people have, such as "She has got long hair" or "He has got big eyes." You will also practice identifying parts of the body and describing physical characteristics, which will make your descriptions more detailed and interesting.

All of these skills will come together when you write a description text. This type of text allows you to paint a picture with words, helping readers imagine a person or character as if they were right in front of them. By the end of this chapter, you will be able to describe yourself and others, connect ideas with reasons, and use English to express what makes each person unique.

Keywords: Have/has, body parts, physical characteristics, Because, Reasons, Description Text.

The goals of this chapter are: Mastering the use of there's/there are to describe places, Using positive imperatives to give clear instructions, Applying prepositions of place to indicate position, and recognizing and describing common locations in towns.

1. Using Have/Has Got in Sentences

- ▷ Understand the difference between *have got* and *has got*.
- ▷ Use *have/has got* to describe body parts and possessions.
- ▷ Apply *have/has got* correctly in both spoken and written sentences.

2. Identifying Body Parts and Physical Characteristics

- ▷ Recognize and name basic parts of the human body in English.
- ▷ Describe physical characteristics such as height, hair, eyes, and other traits.
- ▷ Use descriptive words to talk about yourself and other people.

3. Asking and Answering Questions with "Why" and "Because"

- ▷ Form simple questions using *why* and answer clearly using *because*.
- ▷ Connect ideas logically by giving reasons in descriptions.

4. Creating and Understanding Description Texts

- ▷ Identify the purpose and structure of a description text.
- ▷ Write simple descriptive paragraphs about people.
- ▷ Read and understand description texts with correct meaning.



1. The Building Blocks of Description

you will learn the basics: how to use have/has got to say what someone has, the names of body parts, and words for physical characteristics. These simple but powerful building blocks will help you describe yourself and others clearly.

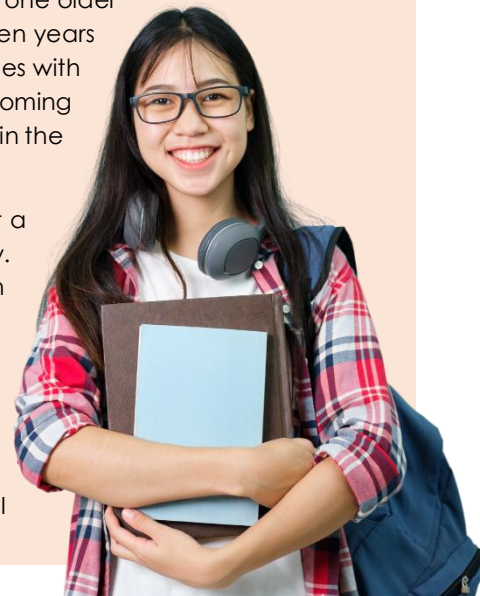
Mission 1. Comprehension Challenge!

Read the text carefully to understand its meaning, then answer the questions that follow using complete sentences. Make sure your answers are clear and reflect the information from the text.

My name is Dina, and I live in Jember with my parents and two siblings. I have got one older brother named Raka and one younger sister named Nita. My brother Raka is sixteen years old and very smart. He has got a motorbike, but he only uses it when my father goes with him. He has got many science books because he loves studying and dreams of becoming an engineer. He has also got a guitar, and sometimes he plays music for the family in the evening.

My sister Nita is only nine years old, but she has got a big imagination. She has got a small dollhouse in her room, and she has got many toys that she arranges every day. She has got long wavy hair, and she always ties it with a pink ribbon. Even though she is young, she enjoys telling funny stories, and she often makes us laugh at dinner.

At home, we have got a dog called Bruno. Bruno has got black fur, a long tail, and very sharp teeth, but he is very friendly. My father has got a small shop near the market where he sells snacks and drinks. My mother has got a sewing machine because she makes clothes for neighbors. As a family, we have got a tradition of eating dinner together every night, and we always share stories about our day. I feel grateful because I have got a happy family that cares about each other.



Answer the questions below!

1. How many siblings has Dina got?
2. What is the name of Dina's brother?
3. How old is Raka?
4. What musical instrument has Raka got?
5. Why has Raka got many science books?
6. What is the name of Dina's younger sister?
7. What has Nita got in her room?
8. What color ribbon does Nita usually wear?
9. What pet has the family got?
10. What has Bruno got? (mention at least two things)
11. Where is Dina's father's shop located?
12. What tradition does Dina's family have every night?

Mission 2. Questions Time?

Read the questions below and answer them honestly in complete sentences. Use **have got** or **has got** when possible. These questions are about you, your family, and things around you.

1. What is your name and how old are you?
2. Where do you live and who do you live with?
3. Have you got brothers or sisters? How many?
4. Has your family got a pet? What is it like?
5. Have you got a best friend? What has he or she got?
6. What have you got in your school bag today?
7. Have you got a favorite hobby? What things have you got for that hobby?
8. What physical characteristics have you got? (For example: hair, eyes, height)
9. Has your father or mother got something special, like a motorbike, glasses, or a favorite item?
10. What have you got that makes you unique?



Mission 3. Introduce Yourself!

Use your answers from Mission 7 to write a short self-introduction in paragraph form. Put your sentences together so they flow like a real introduction. Write 7–10 sentences that include your name, age, family, things you have, and what makes you unique.

Example:

Hello, my name is Ardi. I am thirteen years old. I live in Bandung with my parents and two sisters. I have got a blue bag and a black pencil case. I have got one brother and one sister. My family has got a cat, and it has got white fur. My father has got a motorbike, and my mother has got glasses. I have got short black hair and brown eyes. I have got a kind smile, and that makes me special.



Knowledge Corner

The phrase “have got” or **has got** is used to show possession (things we own), relationships (family or friends), or characteristics (features or traits).

The expressions **have got** and **has got** are used in English to talk about:

- ▷ Possessions: things that people own.

“I have a notebook”

- ▷ Relationships: family members or friends.

“She has brothers”

- ▷ Physical characteristics: features such as hair, eyes, or other traits.

“they have short hair”

The form of have/has:

	Positive sentences	Negative sentences	Questions
Form	Subject + have/has + object.	Subject + do/does not + have + object.	Do/Does + subject + have + object?
Example	▷ I have a dog. ▷ She has a new dress.	▷ I do not have a car. ▷ He does not have a motorbike.	▷ Do you have a pen? Yes, I do. / No, I don't. ▷ Does she have a cat? Yes, she does. / No, she doesn't.

Mission 4. Who's Got What?

In this mission, you will be given several incorrect sentences. Your task is to rewrite each sentence using the correct positive imperative form. Focus on clarity, proper verb usage, and removing unnecessary words. Remember, imperatives do not use "you" and always start with the base form of the verb (the dictionary form).



Hello, my name is Sinta, and I live in Lumajang with my family. I have got one brother and one sister. My brother, Andi, is very cheerful, and he has got a big smile that makes everyone happy. He has got a blue bicycle that he always rides to school, and he has got a small collection of football cards. My sister, Rina, is different from him. She has got long black hair and big brown eyes. She has got many books in her room because she loves reading, and she has got a white desk where she studies every evening. At home, we have got a small cat named Mimi. It has got green eyes, a very short tail, and a soft white body. Every morning, we play with Mimi before going to school. My parents also have got a small shop near our house. They have got many customers because they sell delicious snacks. I feel happy because we have got a family that cares for each other and shares everything together.

Fill in the blank in the sentences below!

1. Sinta ___ got one brother and one sister.
2. Her brother ___ got a big smile.
3. Andi ___ got a blue bicycle.
4. He also ___ got a collection of football cards.
5. Her sister ___ got long black hair.
6. Rina ___ got many books in her room.
7. She also ___ got a white desk.
8. The family ___ got a cat named Mimi.
9. The cat ___ got a short tail and green eyes.
10. Sinta's parents ___ got a shop near their house.
11. They ___ got many customers.
12. Sinta feels happy because they ___ got a caring family.



Mission 5. Find the Mistakes

Read the sentences below very carefully and pay attention to the use of have and has. Your mission is to identify which ones are wrong and rewrite them in their correct form. Be sure to write the full correct sentence, not just the missing word.

Sentence	Correction
She <u>have</u> a new bag.	<u>She has a new bag.</u>
I has a big book.	
They have three cats.	
He have short hair.	
We has pencils.	
My brother have two bicycles.	
The teacher has a computer.	
You has a red pen.	
We have many friends.	
Anna have long black hair.	

Mission 6. Partner Check: What Do We Have?

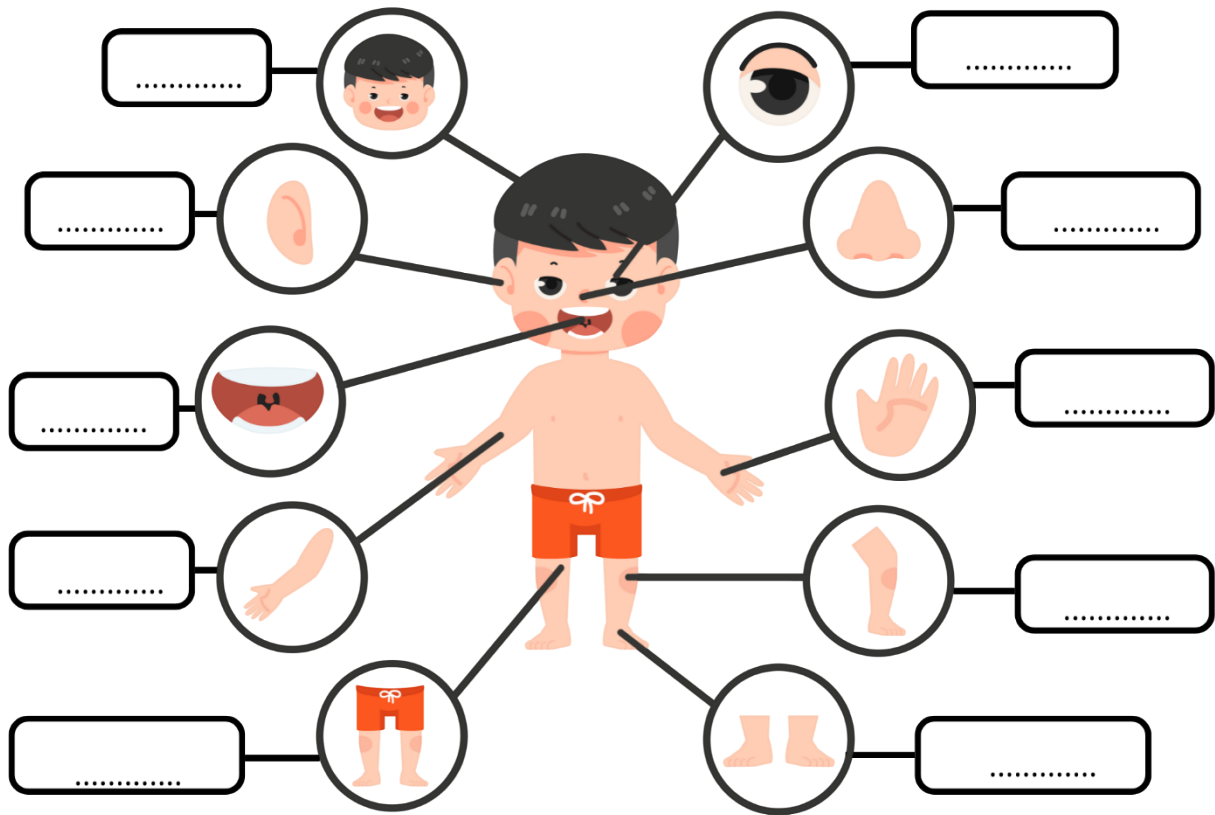
Work in pair. Look around your classroom or study space and notice the objects that you and your partner have. Then, take turns describing what you each have by making sentences using have or has. Write at least five sentences: some about yourself and some about your partner. Make sure the sentences are complete and correct.



Me	My partner/friend
<u>I have a blue notebook.</u>	<u>My partner has a red pen.</u>
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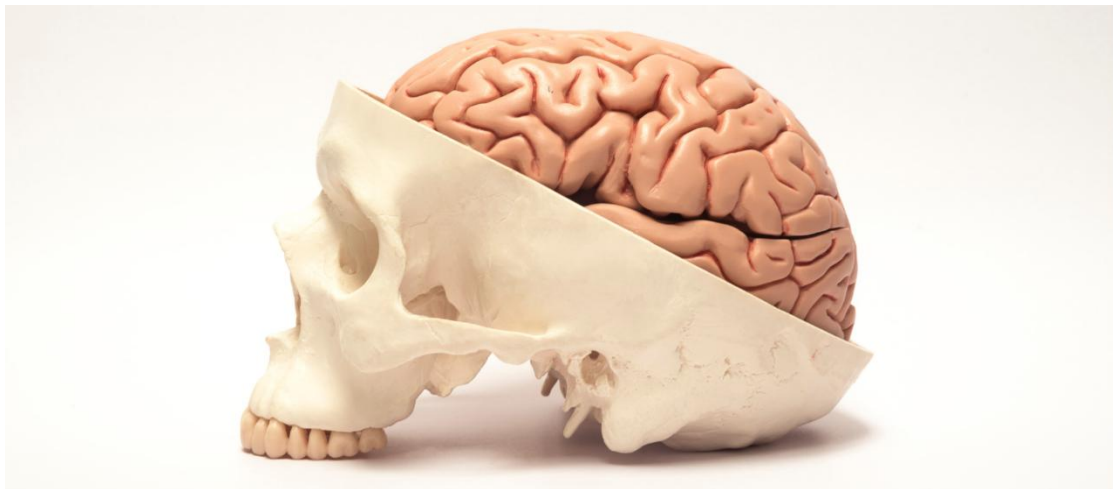
Mission 7. Label the Body

Read the text carefully, then look at the picture of a human body below. Label at least ten body parts mentioned in the text. Write the names next to the correct parts.



Do You Know?

The human brain contains around 86 billion neurons, which are responsible for sending and receiving signals throughout the body. Despite its incredible complexity, the brain only weighs about 1.4 kilograms in an adult.



Mission 8. Guess Who?

Look at the picture provided and read the clues carefully. Your task is to guess who the person might be based on these clues by write the name under the picture.



▷ Name: David

David has got short straight hair and a tall body. He has got small eyes and a long nose. He has got broad shoulders and two strong arms. He has got a blue cap on his head.

▷ Name: Tom

Tom has got short blonde hair and blue eyes. He has got a round face with a small chin. He has got a big backpack on his back and two pencils in his hand. He has got a yellow T-shirt.

▷ Name: Mia

Mia has got long straight black hair and big brown eyes. She has got a small nose and red lips. She has got glasses on her face and a book in her hand. She has got a green skirt.

▷ Name: Jack

Jack has got short curly brown hair and dark eyes. He has got a wide smile and strong arms. He has got two big shoes on his feet. He has got a football in his hands because he loves playing.

Mission 9. Fact Check Challenge

Read the sentences below carefully and decide whether each one is true or false based on the information in the text. If a sentence is false, rewrite it in the correct form to show the right information.

Last Sunday, Rina and her family went to the city zoo. The zoo has many kinds of animals, such as tigers, lions, giraffes, and monkeys. Rina has a small notebook where she writes the names of the animals she sees. Her father has a camera, and he takes pictures of the animals and the family together. Her mother has a big bag with snacks and drinks for everyone. Rina's younger brother, Budi, has a toy car in his pocket, but he is more interested in the monkeys because they are very funny. The zoo also has a playground where children can play after seeing the animals. Rina and her family have a picnic near the playground before going home. They have many pictures and happy memories from their trip to the zoo.



Fact checks

Sentences	True/false	Correction
The zoo has many animals, such as tigers, lions, giraffes, and monkeys.	<u>True</u>	-
Rina has a big camera to take pictures.	<u>False</u>	Rina has a small notebook to write animal names.
Her father has a camera.		
Her mother has a small notebook.		
Budi has a toy car in his pocket.		
The zoo has a playground for children.		
Rina's family has a picnic near the playground.		
The monkeys have long necks like giraffes.		
The family has many pictures and happy memories from the trip.		
Rina has a small notebook to write animal names.		

Mission 10. Quiz

1. Which sentence is correct?
 - a. She have got two sisters and a brother.
 - b. She has got two sisters and a brother.
 - c. She is got two sisters and a brother.
 - d. She has got two sisters and a brothers.

2. Read the text below to answer the question!

My name is Siti. I am thirteen years old. I have got one younger brother and one older sister. My brother, Rafi, has got a big kite and a small bicycle. My sister, Lila, has got long straight hair and brown eyes. At school, I have got a blue bag, two pencils, and three notebooks. We also have got a cat named Snowy. It has got white fur and a long tail.

What has Rafi got?

- a. A big kite and a small bicycle
 - b. Long straight hair and brown eyes
 - c. A blue bag and three notebooks
 - d. White fur and a long tail
-
3. Which body parts are correctly matched in number?
 - a. Two eyes, one nose, one mouth, two ears
 - b. Two noses, one ear, one mouth, two eyes
 - c. One mouth, two noses, ten hands, two eyes
 - d. Two mouths, one nose, two ears, two feet

 4. Read the text below to answer the question!

Rina: Hello, my name is Rina. I am twelve years old. I have got short black hair and big brown eyes. I have got a younger sister, and she has got long straight hair. At school, I have got a red bag, a pencil case, and two books. My sister has got a pink bag. We both have got bicycles, and we ride them every morning.

What has Rina's sister got?

- a. Short black hair and a red bag
- b. Long straight hair and a pink bag
- c. A bicycle and a red pencil case
- d. Big brown eyes and a blue bag

5. Read the description below to answer the question!

"This is Adi. He has got short hair, glasses, and a big smile. He has got two brothers and one sister. He has got a blue bag for school, and inside the bag he has got three books and a pencil case. At home, his family has got a dog. The dog has got brown fur and long ears."

Which sentence is the most accurate according to the text?

- a. Adi has got long hair and no glasses.
- b. Adi has got two sisters and a cat.
- c. Adi has got short hair, glasses, and a dog.
- b. Adi has got one brother and three notebooks.

**Akses latihan soal
lainnya di sini yuk!**





2. Every Detail Tells a Story

Descriptions are not only about looks, but also about meaning. In this subchapter, you will learn how to ask and answer questions using why and because, and how to put details together in a description text.



Mission 1. Command It Right!

Read the dialogue carefully and understand the situation between Maya and Ardi. Then, answer the questions in complete sentences. Use the information from the dialogue to explain your answers clearly.

After school, two friends, Maya and Ardi, are sitting in the library.

Maya: Hi, Ardi. You look a little tired today. Did something happen?

Ardi: Yeah, I didn't sleep well last night. I had to help my cousin with his homework.

Maya: Oh, no wonder. I thought you were studying for the science quiz.

Ardi: I wanted to, but I couldn't focus. My cousin really needed me.

Maya: That's kind of you. Anyway, are you ready for tomorrow's class presentation?

Ardi: Not really. I haven't finished my slides yet.

Maya: Really? What made you late in preparing?

Ardi: The football team had extra practice this week. Our coach said it's important because the competition is getting closer.

Maya: I see. So, you had to balance practice and schoolwork. That sounds stressful.

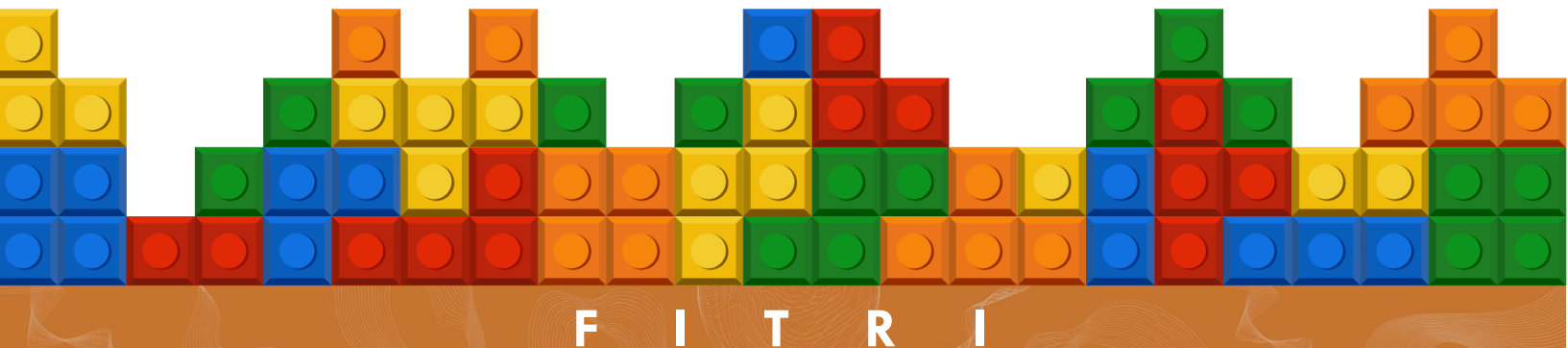
Ardi: Yeah, it is. But I like football, and I don't want to disappoint my team.

Maya: That's true. I get it now. You care about both your studies and your team.

Ardi: Exactly. I just hope I can finish everything on time.

Questions:

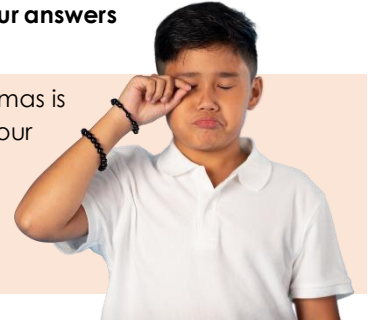
1. What happened to Ardi last night?
2. What stopped Ardi from studying for the quiz?
3. What is the problem with Ardi's class presentation?
4. What made the football team have extra practice this week?
5. What does Ardi feel about balancing football and schoolwork?



Mission 2. The Reason Behind It

Read the short text carefully and understand the reasons given in each sentence. Then, answer the questions in complete sentences. Use the information from the text to explain your answers clearly.

My name is Ardi. Today I am late for school because I missed the bus. My friend Dimas is not in class because he is sick. Our teacher is happy because we finished our homework. At break time, I stay in the classroom because I forget to bring money for snacks. Dimas does not play football with us because he is still resting at home. After school, I go to the library because I need to borrow a science book. In the afternoon, my mother is proud of me because I help her clean the house.



Questions:

1. Why is Ardi late for school?
2. Why is Dimas not in class?
3. Why is the teacher happy?
4. Why does Ardi stay in the classroom at break time?
5. Why doesn't Dimas play football?
6. Why does Ardi go to the library after school?
7. Why is Ardi's mother proud of him?
8. What do you learn about Ardi from this story?

Knowledge Corner

The word "Why" is used to ask for reasons or explanations. When we want to know why something happens, we ask, "Why?"

The word "Because" is used to give a reason or explain why something happens. It answers the "why" question.

When we ask a question with "Why", we need to answer with "Because". The sentence structure is simple:

- ▷ Why + subject + verb?
- ▷ Answer: subject + verb + because + reason.



Mission 3. Challenge Time!

Look carefully at a picture. From what you see, make three questions using why. Then, answer your own questions using because. Be creative and use your imagination to describe what might be happening in the picture.

	
Q: Why is the boy wet? A: Because it is raining.	Q: A:
	
Q: A:	Q: A:

Mission 4. My Daily Life!

Think about your daily activities, such as studying, eating, playing, or helping at home. Write four questions using why about your daily life, and then answer them using because. Make sure your sentences are clear and connected to things you really do every day.

- ▷ Q: Why are you studying English?
- A: Because I want to speak with my friends.
- ▷ Q:
- A:
- ▷ Q:
- A:

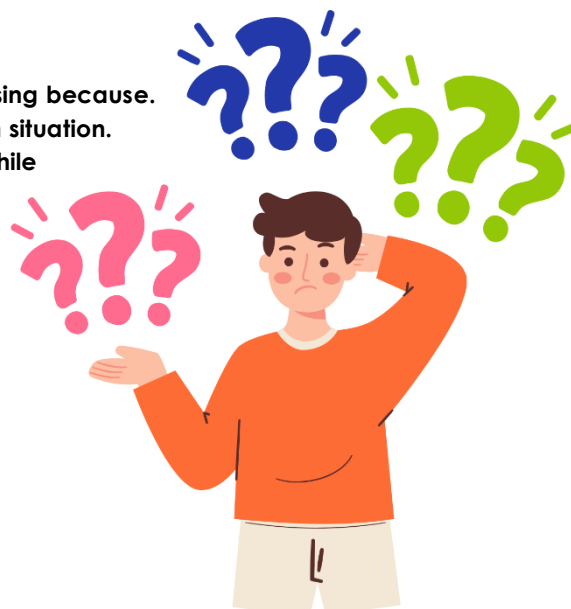


- ▷ Q:
- A:
- ▷ Q:
- A:

Mission 5. Find the Reason!

Complete the following sentences by adding your own reasons using **because**. Be creative and think of personal or fun reasons that explain each situation. This will help you practice using **because** in different contexts, while also improving your ability to form meaningful sentences.

1. I am tired because I slept late.
2. She is happy because
3. They are running because
4. He is sad because
5. We are excited because
6. They are laughing because
7. I am worried because
8. My friend is hungry because



Mission 6. Find the Right Reason!

Match the questions with the correct answers by connecting them with logical **because** reasons. This will help you practice forming **why** questions and understanding the connection between questions and answers.

No	Question	Correct Reason
1	Why are you late?	H
2	Why is he sad?	.....
3	Why are they running?	.....
4	Why is she smiling?	.....
5	Why are you so tired?	.....
6	Why is your friend excited?	.....
7	Why is it so noisy?	.....
8	Why are you looking at the window?	.....

	Reason
A	Because she is happy.
B	Because he lost his book.
C	Because the bus was full.
D	Because she got good news.
E	. Because the children are playing.
F	Because I am waiting for my friend.
G	Because they are in a hurry.
H	Because I stayed up late.

Mission 7. Quiz

1. Choose the correct question for the answer: *"Because I am feeling tired."*

- a. Why you are so happy?
- b. Why you are tired?
- c. Why are you tired?
- d. Why tired you are?

2. Which sentence answers the question correctly?

Why is she smiling?

- a. Because she has got a new phone.
- b. Because she has a new phone.
- c. Because she will buy a new phone.
- d. Because she is happy.

3. Choose the sentence that makes sense:

Why did they leave early?

- a. Because they are tired.
- b. Because they leaves early.
- c. Because they left early yesterday.
- d. Because they had to go home.

4. What is the correct answer to this question?

Why are you reading this book?

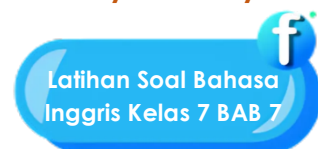
- a. Because I like to read books.
- b. Because I likes reading books.
- c. Because I read this book yesterday.
- d. Because I will like this book.

5. Choose the correct option to complete the sentence:

Why is he upset?

- a. Because he had a busy day.
- b. Because he is have a busy day.
- c. Because he have a busy day.
- d. Because he will have a busy day.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Have got/has got

The phrase "have got" or has got is used to show possession (things we own), relationships (family or friends), or characteristics (features or traits).

The form of have/has:

	Positive sentences	Negative sentences	Questions
Form	Subject + have/has + object.	Subject + do/does not + have + object.	Do/Does + subject + have + object?
Example	▷ I have a dog. ▷ She has a new dress.	▷ I do not have a car. ▷ He does not have a motorbike.	▷ Do you have a pen? Yes, I do. / No, I don't. ▷ Does she have a cat? Yes, she does. / No, she doesn't.

Why & because

The word "Why" is used to ask for reasons or explanations. When we want to know why something happens, we ask, "Why?"

The word "Because" is used to give a reason or explain why something happens. It answers the "why" question.

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LESSON 8

TASTES AND TALES: SHARING FOOD IN WORDS

Character of Pancasila Students

▷ Creative

Creating vivid descriptions of foods using imaginative language and appropriate expressions.

▷ Independence & Responsible

Offering food politely, discussing dishes, and describing them clearly in English.

▷ Social Awareness

Practicing collaboration by sharing dishes, recipes, or opinions in group activities.



Introduction

Indonesia is a land full of flavors, traditions, and stories. Each region has its own signature dishes that reflect its history, culture, and natural resources. From the rich and spicy rendang in Sumatra to the sweet and colorful lapis in Java, and from the savory papeda in Papua to the fragrant gudeg in Yogyakarta, food tells a story about the people who make and enjoy it. Sharing food is not just about taste—it is a way to show hospitality, respect traditions, and connect with others.

In this chapter, you will not only learn how to talk about food in English, but also how to offer it politely, describe its taste, texture, and ingredients, and explain its cultural significance. You will practice using countable and uncountable nouns correctly, so your descriptions are clear and accurate. By the end of this chapter, you will be able to communicate about food in a way that is both enjoyable and respectful, helping others understand the richness of Indonesian cuisine and culture.

Keywords: Offer, Descriptive Text, Countable Nouns, Uncountable Nouns, Politeness.

The goals of this chapter are: Identifying expressions to offer something politely, Describing objects and experiences accurately, Recognizing and using countable and uncountable nouns correctly, and Writing clear and engaging descriptive texts.

1. Use Expressions to Offer Something Politely

- ▷ Recognize and practice common expressions for offering things.
- ▷ Respond appropriately when someone's offer and practice creating dialogues that include offering and accepting politely.

2. Identify and Understand Descriptive Texts

- ▷ Recognize the structure and purpose of descriptive texts.
- ▷ Identify descriptive words and phrases that provide clear details.
- ▷ Analyze examples of descriptive texts to understand main ideas and supporting details.
- ▷ Write or present short descriptive texts using appropriate language.

3. Distinguish and Use Countable and Uncountable Nouns Correctly

- ▷ Identify countable and uncountable nouns in sentences or texts.
- ▷ Use correct quantifiers (e.g., some, many, much, a lot of) with nouns.
- ▷ Form questions and statements correctly using countable and uncountable nouns.

4. Develop Critical Thinking and Comprehension Skills

- ▷ Infer meanings of unfamiliar words or expressions from context.
- ▷ Infer meanings of unfamiliar words or expressions from context.
- ▷ Reflect on how language can convey precise information effectively.

5. Communicate Ideas Clearly and Politely

- ▷ Share opinions and information in clear, complete sentences.
- ▷ Use polite expressions in various situations.
- ▷ Read and understand description texts with correct meaning and apply learned expressions and structures in new situations to communicate effectively.



1. Sharing with Words: How to Offer Politely

In this subchapter, you will learn how to offer something to others politely in English. You will explore useful expressions for inviting, suggesting, and offering, and practice how to respond appropriately.

Mission 1. Food Detective

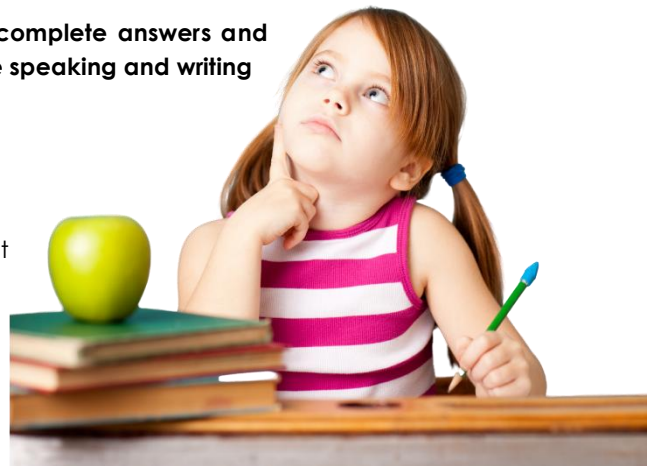
Look at the picture of food below. Based on the clues and the image, guess the name of the food. Write the name of the food in the space provided. After that, answer the questions about the food you see. Be creative in your guesses!

Mission 2. Let's Talk About Food!

Answer the following questions about food. Be sure to give complete answers and explain your reasons when possible. This will help you practice speaking and writing in English about your personal preferences.

1. What is your favorite food? Why do you like it?
2. How often do you eat your favorite food?
3. Is there a food you didn't like when you were younger, but now you enjoy?
4. Do you prefer homemade food or food from a restaurant? Why?



5. What is a food that you have never tried but would like to?
6. Do you like spicy food? Why or why not?
7. What food do you usually eat for breakfast?
8. What is the most unusual food you've ever eaten?
9. If you could only eat one food for a week, what would it be and why?
10. Do you think food from your country is healthier than food from other countries? Why or why not?

Mission 3. Polite Food Offers

In pairs, practice the following role-play scenarios where you offer food or drink politely. Use the polite expressions provided to complete the dialogue. After each role-play, switch roles and try a new scenario.

Scenarios:

1	Offering Food at a Party One person plays the host at a party, offering food to the guest. You: <i>"Would you like to try some of this cake? It's homemade."</i> Your friend:
2	Offering a Drink at Home One student is at home and offers a drink to a visitor. A: B:
3	Offering Snacks at School One person offers snacks to a classmate during a break. A: B:
4	Offering Food at a Restaurant One person plays the role of a waiter/waitress offering a dish to a customer. A: B:
5	Offering to Share Your Lunch One person offers part of their lunch to a friend. A: B:

Knowledge Corner

Offering something politely is a way to make sure that you give people options, without being too forceful or demanding. It's important to give people the choice to accept or decline your offer.

▷ "Would you like...?"

This is a very polite way to offer something. It suggests that the listener has the choice to accept or decline the offer.

▷ "Can I offer you...?"

This is another polite way of offering something, and it's commonly used when you're suggesting something for someone else.

▷ "Would you care for...?"

This is a formal way of offering something. It is often used in situations like restaurants or at a formal event.

▷ "Please feel free to..."

This is a polite way to invite someone to take something without pressure. It gives them permission to choose.

▷ "How about...?"

This is a more casual way to offer something, and it is often used with friends or informal situations.

When someone offers you something, it's important to respond politely, whether you accept or decline the offer. Here are some examples of how to do this:



Accepting Offers	Declining Offers Politely
"Yes, I'd love to!"	"No, thank you."
"That sounds great!"	"I'm fine, thank you."
"I'd be happy to!"	"Not at the moment, thank you."

In addition to offering and responding politely, it's important to know the context in which to use certain expressions. Let's look at how polite expressions can be used in different social situations:

▷ At a Restaurant:

Waiter: "Would you like to start with an appetizer?"

Customer: "Yes, please. I'll have the soup of the day."

Waiter: "Can I offer you something to drink?"

Customer: "I'd love some iced tea, please."

▷ At a Friend's House:

Host: "Would you care for some dessert?"

Guest: "Yes, I'd love to try the chocolate cake, thank you!"

Host: "Please feel free to make yourself at home."

Guest: "Thank you, that's very kind of you."

▷ At Work or Formal Situations:

Colleague: "How about a cup of coffee?"

You: "Yes, that would be wonderful, thank you."

Boss: "Would you like to join me for lunch?"

You: "I'd be happy to, thank you."

Mission 4. Jumble Conversation!

Below is a jumbled conversation between a waiter and a customer in a restaurant. Read each part of the conversation and arrange them in the correct order. Then, check if the conversation makes sense and if the polite expressions are used correctly. Try to think about how the conversation would flow naturally in a restaurant setting.

Jumbled conversation	Correct order
Waiter: "Good evening! Welcome to our restaurant. How many people are in your party?"	1
Customer: "Just one, please."	
Waiter: "Right this way. Please have a seat. May I take your order?"	
Customer: "I'll have the grilled chicken with rice, please."	
Waiter: "Would you like something to drink? We have lemonade, iced tea, and water."	
Customer: "I'll have a glass of iced tea, please."	
Waiter: "Alright, your order will be ready shortly. Enjoy your meal!"	
Customer: "Thank you. This is my first time here, and the food smells amazing!"	
Waiter: "Thank you for choosing us! Do you want to start with a starter, like soup or salad?"	



Do You Know?

In Japan, it's considered polite for waiters to slightly bow every time they serve or take an order, even if it's just a small gesture. This shows respect to the customer and creates a more pleasant dining experience. Offering something isn't just about the food—it's about how you serve it.



Mission 5. Order the Food!

In pairs, you will take turns playing the roles of customer and waiter/waitress in a restaurant. The customer will order from the menu, and the waiter/waitress will take the order politely. You will practice using polite expressions, making offers, and responding politely. After the first round, switch roles so both students get the chance to practice speaking in both roles.

Example Conversation:

Customer: "Good evening. I'd like to start with the Caesar Salad, please."

Waiter: "Of course! And would you like to drink something with your meal?"

Customer: "Yes, I'll have a glass of iced tea, please."



Mission 6. What Did They Say?

Read the conversation carefully between the three people. Afterward, answer the following questions based on the conversation. Pay attention to what each person says and how they respond to one another.

Anna: "Good morning, Tom! How are you today?"

Tom: "Good morning, Anna! I'm doing well, thanks for asking. How about you?"

Anna: "I'm great! Just finished a big project at work. It's such a relief to be done with it. By the way, I was thinking of grabbing lunch later. Would you like to join me?"

Tom: "That sounds nice! What are you planning to have?"

Anna: "I'm in the mood for pizza! Would you like to join us for lunch? We're going to the new place downtown."

Tom: "I'd love to! I've heard good things about that place. Thanks for inviting me!"

Anna: "Of course! It's always more fun to eat together. And the pizza there is amazing!"

John: "Hey, you two! What are you talking about?"

Tom: "Anna invited me to lunch! We're having pizza at the new place downtown. Do you want to join us?"

John: "Pizza? I'm definitely in! Thanks for the invite. I've been wanting to try that place for weeks."

Anna: "Perfect! I'm glad you can join too. I'll make sure to order enough for everyone. Are you both free around 12:30?"

Tom: "12:30 sounds good to me!"

John: "Same here. I'll be there! I'm excited to try their pizza."

Anna: "Great, it's a plan then! I'll make sure we have a table ready. I'll text you both when I get there."

Tom: "Thanks, Anna. I'm looking forward to it!"

John: "Me too. Can't wait! See you both there."

Anna: "Alright, I'll see you both at 12:30. Take care!"

Now, answer the following questions below!

1. What did Anna offer to Tom?
2. Why did Tom agree to join Anna for lunch?
3. What type of food are they having for lunch?
4. Who else joined the lunch invitation?
5. What time are they meeting for lunch?
6. How did John react when he heard about the lunch?
7. Why does Anna seem excited about the lunch?
8. Where is the lunch taking place?
9. What does Anna plan to do to make sure everyone has a seat at the restaurant?
10. How does Tom feel about the invitation?

Mission 7. Quiz

1. Which of the following is the best way to politely offer a drink to someone?
 - a. "Drink it now."
 - b. "Want some juice?"
 - c. "Can I offer you some tea?"
 - d. "Take the coffee, it's good."

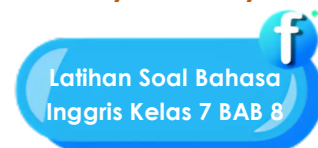
2. You want to offer food to a guest. What is the most polite way to ask?
 - a. "I hope you want some cake."
 - b. "Would you like some cake?"
 - c. "You need to eat this cake."
 - d. "Here, eat this cake."

3. Your friend refuses your offer of a snack. What should you say politely?
 - a. "Fine, don't take it."
 - b. "No problem, maybe next time."
 - c. "Why not? It's delicious."
 - d. "You're missing out!"

4. What is the most polite way to decline an offer of food?
 - a. "No, I don't want it."
 - b. "No, thank you, I'm fine."
 - c. "I'm not hungry, give it to someone else."
 - d. "I don't want your food."

5. Which of the following is a polite way to invite someone to lunch?
 - a. "You want to eat with me?"
 - b. "Would you like to join me for lunch?"
 - c. "You should eat lunch with me."
 - d. "Eat with me now."

**Akses latihan soal
lainnya di sini yuk!**





2. Count, Describe, Enjoy: Writing About Things

This subchapter focuses on describing objects, experiences, or items using descriptive texts. You will learn how to use countable and uncountable nouns, adjectives, and detailed sentences to explain the characteristics, ingredients, and qualities of things.



Mission 1. Noun Sorting Challenge

Look at the list of nouns below. Your task is to work with your partner or group to sort the nouns into two categories: countable and uncountable. After sorting, discuss with your group why you placed certain nouns in each category. Be ready to explain your choices to the class.

Noun list

- | | | | |
|---------|----------|----------|------------|
| ▷ Water | ▷ Banana | ▷ Milk | ▷ Sugar |
| ▷ Class | ▷ Rice | ▷ Flower | ▷ Coffee |
| ▷ Air | ▷ Ticket | ▷ Bottle | ▷ Sandwich |
| ▷ Apple | ▷ Flour | ▷ Cheese | ▷ Advice |

Sorting Table

Countable	Uncountable
.....	
.....	
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Mission 2. Sorting the Pic!

Look at the pictures below, that represent both countable and uncountable nouns. Your mission is to look at each picture and decide whether the noun it represents is countable or uncountable. After sorting, explain to your partner or group why you placed each noun in its respective category.



Mission 3. Shopping List Challenge

Imagine you are planning a party or preparing for a special meal. Your task is to create a shopping list that includes both countable and uncountable nouns. Be sure to include the quantity of each item on your list. After creating the list, share it with your partner or small group. As you discuss, explain why you categorized certain items as countable or uncountable.



Shopping list

- | | | | |
|-------------------|-----------------------------|---------------------|----------------------|
| ▷ 2 Box Apples | ▷ 1 Watermelon | ▷ 4 Oranges | ▷ 3 cups of coffee |
| ▷ 2kg of rice | ▷ 4 Bottles of orange juice | ▷ 3 bags of flour | ▷ 2 Bags of chips |
| ▷ A pinch of salt | ▷ 1 liter juice | ▷ 1 bottle ketchup | ▷ 500 grams of sugar |
| ▷ 3 liter milk | | ▷ 3 packs of cheese | ▷ 1 box of chocolate |

Countable	Uncountable
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

Knowledge Corner

Countable nouns are nouns that can be counted individually. They refer to things that have a plural form, meaning you can count them and say one, two, three, etc. Countable nouns can be singular or plural.

Countable nouns are used with specific numbers or quantifiers like few, many, several, and a couple of.

Example Sentences:

- ▷ "I have two books on my desk."
- ▷ "There are many apples in the basket."
- ▷ "We need a few pencils for the test."

Uncountable nouns are nouns that cannot be counted individually. These refer to things that are seen as a whole mass or substance. They do not have a plural form, and you cannot use numbers with them unless you measure or specify them (e.g., "a glass of milk" or "a piece of cake").

Uncountable nouns are used with quantifiers such as much, a little, a lot of, and some.

Example Sentences:

- ▷ "There is some water in the bottle."
- ▷ "We need a little sugar for the recipe."
- ▷ "She gave me a lot of advice."



Do You Know?

"Sand" is an uncountable noun in English. Even though you can see millions of individual grains on a beach, you cannot say "one sand, two sands". You always refer to it in bulk, like "some sand" or "a handful of sand".



Mission 4. The Noun Description Game

Look at the list of countable and uncountable nouns below. Choose one noun from the list, and then describe it in a full sentence using a quantifier. After writing your sentence, exchange it with a partner. Check each other's sentences to make sure the nouns are used correctly with the right quantifiers.

Noun list

- | | | | |
|-------------|---------------|----------|------------|
| ▷ Ice cream | ▷ Bags | ▷ Milk | ▷ Sugar |
| ▷ Juice | ▷ Pens | ▷ Phones | ▷ Coffee |
| ▷ Tea | ▷ Butter | ▷ Bottle | ▷ Sandwich |
| ▷ Chairs | ▷ Information | ▷ Cheese | ▷ Advice |

Example:

- ▷ *I have many apples in my basket.*

Mission 5. Descriptive Picture Writing

Look at the pictures below. Your mission is to write a descriptive paragraph about the picture. Focus on details like colors, shapes, textures, and the atmosphere of the scene. Use adjectives and sensory language (sight, sound, touch, taste, and smell) to make your description vivid and interesting.

Example:



"The beach was peaceful. The sand was soft and white, stretching as far as the eye could see. The waves crashed gently on the shore, sending a fresh, salty breeze in the air. The sun shone brightly, warming my skin, and I could hear seagulls calling in the distance."



Picture description:

.....

.....

.....



Picture description:

.....

.....

.....

Mission 6. Think and Describe

Think of some places or objects around you or you know well (for example: your bedroom and the living room, or your pets). Write a descriptive paragraph for each, then write a third paragraph comparing them. Use adjectives, sensory details, and connectives like however, while, unlike, more than to highlight differences and similarities.

Example:

"My bedroom is small but cozy. The walls are light blue, and I have a soft rug on the floor. In contrast, the living room is spacious and bright. It has a large sofa, a wooden table, and many colorful cushions. While my bedroom feels private and calm, the living room feels lively and open."

Your description:

.....
.....
.....

Mission 7. Mixed Nouns Challenge

Pick 5 countable nouns and 5 uncountable nouns from your surroundings. Write a descriptive paragraph using all of them naturally, including quantifiers. Try to make the paragraph creative and realistic.

Example:

"On my desk, there are many pencils and a few notebooks. A small cup holds some water, and a little sugar sits beside it. I poured rice into a bowl, while several books are stacked neatly nearby. Everything looks organized and ready for studying."

Your descriptive text:

.....
.....
.....

Mission 8. Sensory Detective

Work in pairs or small groups. One person chooses an ordinary object in the room, home, or something they can see around them. Without saying the name, describe the object using all five senses (sight, smell, taste if appropriate, touch, and sound if applicable) and give hints about it. The rest of the group or your partner should listen carefully and try to guess what the object is. Once someone guesses correctly, the person describing should rewrite the description in a full descriptive paragraph naming the object clearly. Then, take turns so everyone in the group gets a chance to describe and guess.

Example:

Hint:

"Soft and round, with a sweet smell. I can hold it in one hand. It is often red or green, sometimes yellow, and has a crisp bite. Juicy juice runs down my fingers as I eat it."

Guess: Apple

Full descriptive paragraph:

"The apple is soft and round with a sweet smell. It can be red, green, or yellow, and has a crisp, juicy bite. Eating it makes my fingers sticky with sweet juice."

Mission 9. My Dream Places

Think about one place you want to come or have. Write a descriptive paragraph about it, focusing on the details such as colors, shapes, textures, and objects you can see. Make sure to include at least five countable nouns and five uncountable nouns in your description. Use quantifiers and adjectives to make your description vivid.

Example:

"My dream kitchen is bright and spacious. There are three big windows that let in sunlight and make the room cheerful. I have many colorful plates and a few cups neatly arranged on the shelves. On the counter, there is some rice in a container, a little sugar in a jar, and fresh juice in a bottle. I can see five shiny knives on the board and a loaf of bread on the table. The floor is smooth and clean, and the smell of fresh coffee fills the air."

Your dream place:

.....
.....
.....

Knowledge Corner

Descriptive text is a type of writing that describes a person, place, object, or event in detail. Its main purpose is to help the reader imagine or visualize the subject clearly. Writers use adjectives, sensory words, and specific details to create a vivid picture in the reader's mind.

Key features:

- ▷ Focus on Details: Descriptive text emphasizes the characteristics of the subject. For example, color, size, shape, texture, smell, sound, or taste.
- ▷ Sensory Language: Writers often use the five senses (sight, smell, touch, taste, hearing) to make descriptions livelier and more realistic.
- ▷ Adjectives and Quantifiers: Descriptive text uses adjectives (e.g., beautiful, soft, spicy) and quantifiers (e.g., some, many, a few, a little) to describe nouns.
- ▷ Clear Organization: Usually, descriptive text starts with general information about the subject and then gives specific details.

Example:

"The kitchen is bright and clean. There are three windows that let sunlight in. On the table, there is a loaf of bread, some rice, and a bottle of juice. The floor is smooth, and the smell of fresh coffee fills the air. I can hear the faint sound of the water running in the sink. The walls are painted yellow, making the room cheerful and warm."

Mission 10. Quiz

1. Which of the following nouns is countable?
 - a. Water
 - b. Rice
 - c. Book
 - d. Sugar

2. Which sentence uses an uncountable noun correctly?
 - a. I have three chairs in my room.
 - b. I need a little sugar in my tea.
 - c. We bought five bottles of water.
 - d. I have four apples in the basket.

3. Which of the following nouns is uncountable?
 - a. Bread
 - b. Bottle
 - c. Cup
 - d. Apple

4. Choose the correct sentence:
 - a. I have a few rice in my bowl.
 - b. I have a little rice in my bowl.
 - c. I have a many rice in my bowl.
 - d. I have many rice in my bowl.

5. Which quantifier is used with uncountable nouns?
 - a. Many
 - b. A few
 - c. Some
 - d. Several

**Akses latihan soal
lainnya di sini yuk!**

 Latihan Soal Bahasa
Inggris Kelas 7 BAB 8

Summary

Expression for Offering Something Politely

Offering something politely is a way to make sure that you give people options, without being too forceful or demanding. It's important to give people the choice to accept or decline your offer.

- ▷ "Would you like...?"
- ▷ "Can I offer you...?"
- ▷ "Would you care for...?"
- ▷ "Please feel free to..."
- ▷ "How about...?"

Expression to respond politely (accept or decline the offer)

Accepting Offers	Declining Offers Politely
"Yes, I'd love to!"	"No, thank you."
"That sounds great!"	"I'm fine, thank you."
"I'd be happy to!"	"Not at the moment, thank you."

Countable and Uncountable Noun

Countable nouns are nouns that can be counted individually. They refer to things that have a plural form, meaning you can count them and say one, two, three, etc. Countable nouns can be singular or plural.

Countable nouns are used with specific numbers or quantifiers like few, many, several, and a couple of.

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- ▷ Clear Organization: Usually, descriptive text starts with general information about the subject and then gives specific details.

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